2016

420 Social Work Seminar

Shelagh Larkin
larkins@xavier.edu

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SOCW 420 Social Work Seminar

Course Syllabus
Spring 2015
2 Credit(s)
Wednesdays 9:00-10:40
Cohen 190

Faculty: Shelagh Larkin, MSW/LISW, Clinical Faculty & Director for Field Education
Telephone: 745-4233
Email: Larkins@xavier.edu
Office: Cohen Center 153
Office Hours: Tuesdays, 10:00-12:00
Wednesdays 1:00-3:00
Or by appointment

Department Curriculum Satisfaction: This course is a required course for all social work majors.
Co-requisite: SOCW 418

Required Text:
Applying your generalist training: A field guide for social workers, by Shelagh Larkin

Note: Students are required to have the text book(s) by the first day of class and will not be granted extensions on assignments due to not having the book.

Additional Suggested Readings:


COURSE DESCRIPTION:

This seminar course is designed to provide students with the opportunity to discuss, analyze, and integrate the knowledge, values and skills acquired in the classroom with the experiential learning gained from field. In addition, students will have the opportunity to learn about a variety of social work settings; thus, increasing their understanding of the various practice settings and roles that exist for social workers. Given that this course is a seminar, the bulk of learning will take place in class and be driven by the student’s themselves; thus, emphasizing their beginning professional development.

COURSE OBJECTIVES and ACCREDITATION STANDARDS

Successful completion of this course will result in the student’s ability to meet the following course objectives. Meeting the course objectives will assist the student in demonstrating the identified practice behaviors as outlined in the Council on Social Work Education (CSWE), Educational Policies and Accreditation Standards, (EPAS) 2008.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Core Competencies Practice Behavior</th>
<th>How Covered in Course</th>
<th>How Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student will</td>
<td>Competency 1 Demonstrate Ethical and</td>
<td>Read Chapter 12 in text</td>
<td>Professional</td>
</tr>
</tbody>
</table>
### Reflect on and Describe Development as a Professional Social Worker,
<ref>considering issues of meaning and purpose in work, reflection and discernment for ethical practice and spiritually based self-care.</ref>

#### Professional Behavior

- Social workers:
  - use reflection and self-regulation to maintain professionalism in practice situations.

#### Development of Self Presentation

**Weekly Reflection Journals**

#### Competence Based Education

**Social Work and Christianity, 37(4), 446-466**

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

- Social workers:
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
  - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- Social workers:
  - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of

### 2. Student will demonstrate ability to integrate foundational knowledge, values and skills acquired in the classroom with experiential knowledge gained in field.

#### Competence Based Education: Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

**Review Chapter 1 pgs. 23-25 in text**

**Weekly Reflection Journals**

**Case presentations in seminar**

### 3. Student will demonstrate ability to engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.

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

**Social workers:**

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

**Read Chapter 1 pgs. 3-5, and 10 in Text**

**Planned Change Case Analysis Presentation**

**Read Chapter 1 pgs. 3-5 and Chapter 10 in Text**

**Planned Change Case Analysis Presentation**
<table>
<thead>
<tr>
<th>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers:</th>
<th>Read Chapter 1 pgs. 3-5 and Chapter 10 in Text</th>
<th>Planned Change Case Analysis , I.A. 10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<tr>
<td>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<tr>
<td>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and</td>
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<tr>
<td>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers:</th>
<th>Read Chapter 1 pgs. 3-5 and Chapter 10 in Text</th>
<th>Planned Change Case Analysis , I.A. 10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• select and use appropriate methods for evaluation of outcomes;</td>
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<tr>
<td>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<tr>
<td>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
<td></td>
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</tbody>
</table>
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Teaching Format:

1. Discussion
2. In class case analysis
3. Mid-term and final Presentations

GRADING AND EVALUATION

Final grades will be based on the following + point scale:

<table>
<thead>
<tr>
<th>Department Grading Scale</th>
<th>Grades Based on Final Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95- 100 = A</td>
<td>95- 100% = A</td>
</tr>
<tr>
<td>92- 94 = A-</td>
<td>92- 94% = A-</td>
</tr>
<tr>
<td>89- 91 = B+</td>
<td>89- 91% = B+</td>
</tr>
<tr>
<td>85- 88 = B</td>
<td>85- 88% = B</td>
</tr>
<tr>
<td>81- 84 = B-</td>
<td>81- 84% = B-</td>
</tr>
<tr>
<td>77- 80 = C+</td>
<td>77- 80% = C+</td>
</tr>
<tr>
<td>73- 76 = C</td>
<td>73- 76% = C</td>
</tr>
<tr>
<td>70- 72 = C-</td>
<td>70- 72% = C-</td>
</tr>
<tr>
<td>64- 69 = D</td>
<td>64- 69% = D</td>
</tr>
<tr>
<td>0- 63 = F</td>
<td>0- 63% = F</td>
</tr>
</tbody>
</table>

Assignments will be weighted as follows:

Assignment Review:

PDSP 55 pts
GPCA 65 pts
Journals 50 pts
Attendance 30 pts

Total Possible 200 pts

Late Policy: All assignments are to be handed in on time. A 10% deduction each week (cumulative) will be taken for late assignments whatever the reason (no exceptions).

Grading Criteria:

1. Answers are evaluated within the context of the class. The same question would require a different response in a policy class vs. a development class vs. a practice class.
2. In questions where illustrations are important to fully explain an answer: (i) are they provided; (ii) are they relevant to the question; (iii) are they explained in a way that supports your answer to the question?

3. For highest grades: (i) was the answer thoughtful and reflective; (ii) was it comprehensive; (iii) was it free of spelling and/or grammatical errors; (iv) were other relevant sources cited, such as from the text; (v) what level of analysis is evident in the answer?

4. Lowest grades accorded to: (i) answers that do not show evidence of having completed class readings and other assignments; (ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; (iii) responses that are inaccurate or missing; (iv) answers with many spelling and/or grammatical errors, illegible handwriting or too messy or unorganized to follow.

5. Average grades are accorded to: (i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; (ii) papers with some spelling and/or grammatical errors.

### ASSIGNMENTS

**Attendance**

Attendance is critical to a successful seminar course particularly given that most of what is critical to seminar happens in class and class meets only once a week. Attendance will be taken each class. In an attempt to promote strong attendance, points will be given which correspond to the number of classes attended regardless of the reasons for non-attendance. The points are as follows: 30=perfect attendance, 20=miss one class, 15=miss two classes, 5=miss three classes and 0=miss four or more classes. Missing four or more classes may also result in failing the course according to the department attendance policy, see student handbook as that would count for 25% of the course.

**Weekly Field Reflection Journal (WFRJ)**

Course Objectives and Accreditation Standards Meet:

<table>
<thead>
<tr>
<th>Competency 1 Demonstrate Ethical and Professional Behavior. Social workers:</th>
<th>Competence Based Education: Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use reflection and self-regulation to maintain professionalism in practice situations.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Student will reflect on and describe development as a professional social worker, considering issues of meaning and purpose in work, reflection and discernment for ethical practice and spiritually based self-care.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student will demonstrate ability to integrate foundational knowledge, values and skills acquired in the classroom with experiential knowledge gained in field.</td>
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</table>
Directions: Each student will write a 2-3 page typed (use APA formatting) weekly field journal (see Integrative Activity 1.3. pgs. 24-25 in text) addressing assigned reflection questions from the text (in answer demonstrate understanding of chapter reading), and processing and analyzing the tasks and learning of field that week. The journal serves two important purposes, 1) it is a place to explore important questions and issues related to field and to document and explore the tasks and experiences during the week, and 2) by writing the journal prior to attending seminar it will prepare the student for discussion in seminar. The journals are to be written during a time of reflection and in a quiet atmosphere. Each journal is worth 5 points and there are 10 throughout the semester.

The journals are to be written during a time of reflection and in a quiet atmosphere. Reflection is an important part of professional development; thus, students may count ½ hour a week toward journal writing. This must be recorded on the weekly student report and included in the total weekly hours.

There are 10 journals in all and each is worth 5 pts. for a total of 50 points. Note: mid-term week no journal is due as the mid-term presentation will include overall reflection.

Mid-term: Professional Development of Self Presentation (PDSP)

Course Objectives and Accreditation Standards Met

| 1. Student will reflect on and describe development as a professional social worker, considering issues of meaning and purpose in work, reflection and discernment for ethical practice and spiritually based self-care. | Competency 1 Demonstrate Ethical and Professional Behavior. Social workers: • use reflection and self-regulation to maintain professionalism in practice situations. |

Purpose: The goal of this presentation is for you to explore your development as an emerging professional social worker. Furthermore, given the profession’s focus on spirituality in practice, this paper will incorporate a spiritually sensitive perspective; thus, providing the student an opportunity to reflect on the meaning and purpose of her or his work, the role reflection and discernment can play in ethical practice and lastly, going beyond traditional notions of self-care to consider deeper ways to care for one’s self.

Directions:

1. In order to prepare to present, read Larkin, S. (2010). Spiritually sensitive professional development of self: A curricular module for field education. Social Work and Christianity, 37(4), 446-466 (see canvas course site) and Chapter 12 in text (consider all Reflection Questions), and Chapter 1 pgs. 19-20; and complete Integrative Activity 12.1 Handout in writing (see Canvas) focusing on;
A. The 3 areas of spirituality sensitive professional development, meaning and purpose in work, reflection and discernment for ethical practice, and spirituality sensitive self-care.

B. Your spiritual and or religious development and the role it has played or not in your development as a professional social worker (see spiritual assessment questions on canvas).

C. Any spiritually based practice issues such as ethical dilemmas or spiritually based practice interventions you may have utilized.

D. Your professional socialization and self-care.

2. Once you have done the above, reflect on these additional areas;

A. Strengths, weaknesses, and greatest successes and challenges in field.

B. Any value driven or ethical issues, dilemmas that may have been encountered in the field and discuss what was learned from them.

C. How you define yourself as a professional from a spiritually sensitive perspective. What about your professional development has been easy? What has been challenging?

D. Any observations of professionalism or lack thereof as it relates to your field instructor, co-workers, peers and agency; as well as, the profession as a whole as you have observed and experienced it in your field placement. However, this is not to be the primary focus of the presentation. The primary focus of the presentation should be on your development.

3. Prepare a 5-7 minute presentation in which you share your reflection from the above areas, making sure to explicitly address 1) A-E; and, only those items in 2) A-D that apply. Remember there are not right or wrong answers, this is your reflection and thus student’s responses to the areas will vary significantly.

4. The handout and presentation is worth 55 points, see grading sheet below. For the due date see course structure.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Expectation and Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: Larkin, S. (2010). Spiritually sensitive professional development</td>
<td>Handout is complete and on time</td>
<td></td>
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</tbody>
</table>

Completed and turned in on time the handout for Integrative Activity 12.1 addressing all areas in a concise and targeted fashion.

<table>
<thead>
<tr>
<th>Presentation</th>
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<tbody>
<tr>
<td>Presentation is well developed, practiced, and concise and explicitly addressed 1) A-E and those items in 2) A-D that apply.</td>
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<tr>
<th>Total</th>
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</table>

**Final: The Planned Change Case Analysis (Integrative Activity 10.5) Presentation**

**Course Objectives and Accreditation Standards Met**

<table>
<thead>
<tr>
<th>3. Student will demonstrate ability to engage, assess, intervene, and evaluate with individual, families, groups, organizations and communities.</th>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths,</td>
<td></td>
</tr>
</tbody>
</table>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Purpose: The purpose of the Planned Change Case Analysis Presentation is to, 1) integrate your understanding of the planned change process with a client system you have had direct involvement with while in field; and, 2) analyze the process with specific focus on two important aspects of generalist practice, multidimensional/ multilevel assessment and developing and implementing a multilevel plan; and, 3) develop competence in case analysis and presentation.

Directions:

1. Read Chapter 10. For additional information, review the phases of the planned change or helping process in your practice textbook(s).

2. Select a client system case; remember a client system can be an individual, family, group, organization, community, or society, with whom or which you have had/are
having **direct involvement and complete I.A.s 10.2, 10.3, and 10.4.** The emphasis is on the specific client system, not the general roles or functions of the agency. When selecting a case, choose one you have had or are having extensive involvement with where you were able to conduct all phases of the planned change process. Remember this could be a onetime contact or ongoing experience.

3. In writing, complete The Analysis Outline (I.A. 10.5 page 169) in your text and in D, briefly describe what you did to accomplish each phase.

4. For assessment, indicate how you utilized I.A. 10.2 and your analysis of the information you gathered.

5. For the implementing plans section, first identify the plan you implemented and what level the plan targeted. Then, indicate how you utilized I.A. 10.4 to develop a multilevel plan and list the additional plans you would recommend. Lastly, indicate how you utilized I.A. 10.3 when determining what theories or theoretical perspectives informed your implementation of the plan.

6. The completed I.A.s and outline is worth **65 points.**

Each student will present the case analysis in class, following the outline below, as his or her final for the course. Organize a well-developed, practiced, and concise presentation in which you focus, first, on multidimensional/multilevel assessment, multilevel planning, and how theory informed both; then, what you found interesting about the case; such as, what phases were challenging or particularly successful, the knowledge needed to understand the case or anything else you found to be significant.

**PRESENTATION OUTLINE**

1. Remind class of agency and services offered.
2. Describe the case and why this case was chosen (e.g. a client case, a special project, a group, etc.).
3. Provide a brief overview of the background that you think is important for the class to know.
4. Explicitly explain the multidimensional/multilevel assessment and the multilevel plan, as well as, how theory informed your plan.
5. Provide an overall analysis of the process and anything you found interesting.

Note: When doing case analyses and making case presentations remember to maintain confidentiality by not disclosing any identifying information and disguising any information that could inadvertently reveal the identity of a client.

**Grading Criteria**
<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read Chapter 10; completed and turned in on time all Integrative Activities 10.2, 10.3, and 10.4; and The Analysis Outline.</td>
<td>____/40</td>
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</tr>
<tr>
<td>2. Presented the case in a well-developed, practiced, and concise manner focusing first and foremost on multidimensional/multilevel assessment, multilevel planning, and how theory informed each; then, what stood out to you with regard to the case. This can included but is not limited to; what you found interesting about the case, what phases of the planned change process were challenging or particularly successful, or the knowledge base you drew from to better understand the case. A successful presentation will demonstrate that the student is organized and can present the above in a thoughtful and targeted manner.</td>
<td>____/25</td>
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</tbody>
</table>

**COURSE POLICIES**

**Attendance**

It is the student’s responsibility to maintain an accurate attendance record with the instructor. It is imperative that the student attend all classes for the entire class time and come prepared to participate. In emergencies only, an absence may be allowed due to illness or family reasons – documentation is required and all announcements, reading, assignments, and class work missed are the responsibility of the student to make up. According to the department student handbook, missing 25 percent of a class may result in failing the course.

**Course Assignments**

All course assignments are expected to be completed ON TIME, for specific due dates of assignments see the course schedule. Assignments not completed on time may receive a late penalty; see the grading section for the specified late policy. Exams are to be taken at the scheduled time. All written assignments must be written using standard margins, double spaced, 12 pt. Times New Roman Font, and checked for spelling errors. Remember spell check will not catch all error. Assignments with multiple errors may receive lower grades. If the assignment is a research paper or includes any citations, use the APA guidelines for citing sources and creating the reference page.

**Special Needs**
Students with disabilities will receive accommodations in this course as determined by school policy. Please contact the Learning Assistance Center at 745-3280 or http://www.xavier.edu/lac/ as soon as possible or see an instructor if you have any concerns. Learning Assistance Center Plans need to be signed by both the student and the professor and returned to LAC.

**Plagiarism**

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word.... All work submitted for academic evaluation must be the student’s own. ...the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own” (http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=264&returnto=search #Academic_Honesty). Furthermore, all work submitted should be an original composition including tests and designed to meet the requirements of this course. Penalties for violation will be in accord with university policy and include one or more of the following: a zero or F for the assignment, an F for the course, expulsion from the university.

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**COURSE SCHEDULE**

Please note schedule is subject to change
All assignments are to be read and/or completed for the day on which they are listed.

<table>
<thead>
<tr>
<th>Date</th>
<th>For Class:</th>
<th>Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Read:</strong> Review Chapter 1 and revisit I.A.s, 1.1, 1.3, syllabus and course assignments, bring any questions</td>
<td><strong>Discussion:</strong> Review Group Norms, syllabus and semester requirements</td>
</tr>
<tr>
<td>1/13</td>
<td></td>
<td><strong>Activity:</strong> Pot Luck Supper</td>
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<td></td>
<td><strong>Field Spotlight</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>Read:</strong> Review Chapters 2 and 3 and revisit I.A.s 2.1, 2.3, 3.1, 3.2, and 3.3</td>
<td><strong>Discussion:</strong> Reorientation and training needs, goals for spring semester, review learning plan; <em>Competency 1 Demonstrate Ethical and Professional Behavior</em> - share portfolio elements</td>
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<tr>
<td>1/20</td>
<td></td>
<td><strong>Field Spotlight</strong></td>
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<td></td>
<td></td>
<td><strong>Hand-in Journal #1</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Read:</strong> Chapter 8 and Complete I.A.</td>
<td><strong>Discussion:</strong> <em>Competency 2: Engage</em></td>
</tr>
<tr>
<td>Week</td>
<td>Read/Hand-in</td>
<td>For Journal #2</td>
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<tr>
<td>1/27</td>
<td>8.1, and 8.3</td>
<td><strong>For Journal #2:</strong> Complete Reflection Questions 8.1 and 8.2 discuss overview of week</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Read:</strong> Chapter 9 and complete I.A. 9.1 and 9.2</td>
<td><strong>For Journal #3:</strong> Complete Reflection Question 9.1 and discuss overview of week</td>
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<tr>
<td>Week 5</td>
<td><strong>For Journal #4:</strong> Discuss overview of the week</td>
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<td>2/10</td>
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<tr>
<td>Week 6</td>
<td><strong>Read:</strong> Chapter 10 and complete I.A. 10.1 and 10.3</td>
<td><strong>For Journal #5:</strong> Complete Reflection Question 10.1, 10.2 and discuss overview of the week</td>
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<tr>
<td>2/17</td>
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<tr>
<td>Week 7</td>
<td><strong>Read:</strong> Chapter 12, Reflect on all reflection questions, complete Integrative Activity 12.1: Professional Development of Self Capstone Presentation</td>
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<tr>
<td>2/24</td>
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</tbody>
</table>
| Week 8 | 3/2 | **Mid-term Presentations:** Professional Development of Self  
*Field Spotlight***  
**Hand-in Professional Development of Self Outline*** |
|---|---|---|
| **Week 9** | **3/9** | **No class Spring Break**  
No Journal Due |
| **Week 10** | **3/16** | For Journal #6: Discuss overview of the week and analyze at least one practice task  
**Discussion:** Open Field  
*Field Spotlight***  
**Hand-in Journal #6*** |
| **Week 11** | **3/23** | For Journal #7: Discuss overview of the week and analyze at least one practice task  
**Discussion:** Open Field  
*Field Spotlight***  
**Hand-in Journal #7*** |
| **Week 12** | **3/30** | **Read:** Chapter 13 pgs 204-205 and review your states licensure law  
For Journal #8: Discuss overview of the week and analyze at least one practice task  
**Discussion:** Licensure  
*Field Spotlight***  
**Hand-in Journal #8*** |
| **Week 13** | **4/6** | For Journal #9: Discuss overview of the week and analyze at least one practice task  
**Discussion:** Competency 6 Engage with Individuals, Families, Groups, Organizations, and Communities and 7 Assess Individuals, Families, Groups, Organizations, and Communities  
*Field Spotlight***  
**Hand-in Journal #9*** |
| **Week 14** | **4/13** | Read: Chapter 13 and consider Endings in Field Education  
Discussion: Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities & 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and |
| Week 15 4/20 | **For Journal #10:** Complete Reflection Questions 13.1-13.4 | **Communities**  
**Field Spotlight**  
**Hand-in Final Journal #10** |
| Read: Review Chapter 10 and all I.A.s, Complete I.A. 10.5, finalize presentation | **Discussion:** Planned Change Case Analysis Presentations |
| Week 16 4/27 | **Read:** Review Chapter 13, complete Integrative Activities 13.1 and 13.2 | **Discussion:** Planned Change Case Analysis Presentations Cont. |
| **Field Spotlight** | **Hand in Final- Planned Change Case Analysis Paper** |
| EXAM Week 5/3-5/6  
Date and Time TBA | **Final Exam Attendance Mandatory**  
**Discussion:** Planned Change Case Analysis Presentations Cont. Integrative Activities 13.1 and 13.2 Curriculum Analysis (Hand in for Program Evaluation), Pulling it All Together, |
| Rev 1/10/16 sjl |