SWK351/451 Social Work Field Practice I & II Integrative Block Seminars
September 4, 2018 – April 12, 2019

Instructor
Debra Kostyk
Phone: (204) 799-8205 (call or text)
Email: Debra_Kostyk@boothuc.ca

Availability
If questions or concerns come up between seminars, students are encouraged to use email to contact me. Normally email is checked daily with the exception of weekends. If an emergency arises and you are unable to connect with me, please contact Buetta Warkentin who will respond to your needs in a timely manner.

Student Services
At times students experience personal difficulties such as health, mental health or disability concerns that may negatively impact your academic work. If you experience these challenges please discuss this with your instructor and contact Student Services as soon as possible. In addition free and confidential counselling services are available through our Student Support Program.

Student Services: Rhonda Friesen 204-924-4876 or Rhonda_Friesen@boothuc.ca
Student Support Program: Download the free My SSP app
- Visit the website mystudentsupport.com
- Dial 1.855.649.8641
Course Description

The Integrative Field Seminar is taken in conjunction with the field placement. This seminar provides students an opportunity to engage in critical thinking, discussion and exploration of theory, practice, policy and field practicum experiences. Throughout the course, students have an opportunity to integrate the academic knowledge and values taught in social work courses with their field placement experiences. In addition, the seminar provides a forum for learning and building practice skills through interaction, self-reflection, case discussion and other experiential activities.

Time will be allocated in seminar sessions and on-line forums for students to share rewarding or challenging learning experiences; raise issues discovered and discuss personal growth and concerns related to the field experience. It is expected that all students will participate and share their experiences and learning from field education placements and seek input from their peers.

Students use the field experience and integrative field seminar as the backdrop for assessing their own progress toward entry-level generalist practice and attainment of the Social Work Program objectives which are derived from the CASWE Educational Policy.

**Students require a minimum grade of C+ in all SWK350/ SWK351 and 450/451 to receive a passing grade for the field placement and integrative seminar.**

SWK 351 Course Objectives

Upon successful completion of the practicum and integrative seminar students will be able to:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Program Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Identify the link between theory, research and practice. | 3f, 6a | • Reading List  
• In Class Seminar  
• Discussion Forums  
• Assessment/Reflection  
• Agency Fact Sheet |
| Analyze issues arising in the field placement as they relate to social work roles, agency mission, service delivery and professional social work practice. | 1b, 3a, 3b, 5c, 5d | • Agency Fact Sheet  
• Seminar/Forum Participation  
• Assessment/Reflection |
| Apply the theoretical and empirical knowledge of generalist intervention social work practice from engagement through the ending phase in the practicum setting. | 1a, 3c | • Assessment/Reflection  
• In Class Seminar  
• Discussion Forums |
| Demonstrate understanding and respect for differences including gender, gender expression, class, age, culture, religion/spirituality, | 3d, 4a, 4c | • Reading List  
• Seminar/Forum Participation  
• Assessment/Reflection |
<table>
<thead>
<tr>
<th>Lifestyle, disability and sexual orientation differences and how these factors influence the client system.</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Recognize the impact of social policies and agency structure on clients, workers, and the delivery of social work services | 7a | Seminar/Forum Participation  
Assessment/Reflection  
Agency Fact Sheet |
| Explore issues of social and economic justice in generalist social work practice, challenging themselves to apply the theory of social work practice to achieve systems changes addressing these issues. | 4b, 4c, 4d, 7a, 7b, 7c, 7d | Reading List  
Seminar/Forum Participation  
Assessment/Reflection |
| Utilize information technology and research to enhance their effectiveness as a social worker. | 3d, 6a | Assessment/Reflection  
Discussion Forums  
Readings List |

### Values

| Examine their own values, attitudes and behaviours in order to increase their competence as professionals and to understand the impact on their development as a professional social worker. | 1a, 1b, 2b | Forum Participation  
In Class Seminar  
Assessment/Reflection |
| Demonstrate an understanding of the values and ethics of the social work profession and begin to apply this understanding to his/her practice. | 2a, 2b, 2c | Forum Participation  
In Class Seminar  
Assessment/Reflection |
| Demonstrate self-awareness and professional use of self in their practicum setting. | 1a, 1b | Forum Participation  
In Class Seminar |
| Recognize how a culture’s structures and values may impact privilege and power. | 4c | Reading List  
Forum Participation  
Assessment/Reflection |

### Skills

| Build peer consultation skills as effective group members within the seminar group both in the classroom and online. | 3e | Seminar/Forum Participation |
| Develop skills in presenting practice scenarios for peer review and provide peers with constructive feedback. | 3e | Seminar/Forum Participation  
Assessment/Reflection |
Identify and continually assess appropriate learning goals for the field placement that reflect assessment of personal strengths, current level of skill and knowledge in the profession and intended professional growth.

Organize information clearly and communicate that information effectively in writing and verbally.

Demonstrate beginning confidence in the use of self as helper, colleague and agency worker.

<table>
<thead>
<tr>
<th>SWK 451 Course Objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td><strong>Program Outcomes</strong></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Discuss forms of social and economic injustices among diverse client systems | 4a, 4b, 4c, 7a, 7 | Portfolio  
Seminar/Forum Participation  
Intervention Plan and Implementation |
| Distinguish, appraise and integrate multiple sources of knowledge, including research/evidence based knowledge | 5a, 6a | Portfolio  
Reading List  
Seminar/Forum Participation  
Intervention Plan and Implementation |
| Recognize that cultures structures and values may oppress, marginalize, alienate or create and enhance privilege and power. | 4c | Seminar/Forum Participation |
| Demonstrate understanding and respect for differences including, gender, gender expression, class, age, culture, religion/spirituality, lifestyle, disability and sexual orientation differences and how these factors | 2a, 3a, 4a, 4d | Portfolio  
Seminar/Forum Participation  
Intervention Plan and Implementation |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Code(s)</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence the client system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and communicate understanding the importance of difference</td>
<td>3c, 4a</td>
<td>Seminar/Forum Participation</td>
</tr>
<tr>
<td>in shaping life experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the impact of social policies and agency structure on clients,</td>
<td>7a</td>
<td>Seminar/Forum Participation Intervention Plan</td>
</tr>
<tr>
<td>workers and the delivery of services</td>
<td></td>
<td>and Implementation</td>
</tr>
<tr>
<td>Examine and utilize specialized knowledge applicable to work with</td>
<td>3d</td>
<td>Reading List Seminar/Forum Participation</td>
</tr>
<tr>
<td>target populations in the practicum setting</td>
<td></td>
<td>Intervention Plan and Implementation</td>
</tr>
<tr>
<td>Analyze issues arising in the field placement as they relate to social</td>
<td>1b, 3a,</td>
<td>Portfolio Seminar/Forum Participation</td>
</tr>
<tr>
<td>work roles, agency mission, service delivery and professional social</td>
<td>3b, 5c,</td>
<td></td>
</tr>
<tr>
<td>work practice</td>
<td>5d</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and manage personal values in a way that allows professional</td>
<td>1a, 1b,</td>
<td>Portfolio Seminar/Forum Participation</td>
</tr>
<tr>
<td>values to guide practice</td>
<td>2a, 2b,</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the values and ethics of the social</td>
<td>2a, 2b,</td>
<td>Seminar/Forum Participation Portfolio</td>
</tr>
<tr>
<td>work profession and begin to apply this understanding to his/her</td>
<td>2c</td>
<td></td>
</tr>
<tr>
<td>practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying standards of the Canadian Association</td>
<td>2</td>
<td>Seminar/Forum Participation</td>
</tr>
<tr>
<td>of Social Workers Code of Ethics (CASW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of micro, mezzo and macro levels of practice</td>
<td>3, 4d,</td>
<td>Seminar/Forum Participation Intervention Plan</td>
</tr>
<tr>
<td>and the beginning professional skills necessary to intervene</td>
<td>5a</td>
<td>and Implementation</td>
</tr>
<tr>
<td>effectively on all three levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize information clearly and communicate that information</td>
<td>1b, 3c,</td>
<td>Portfolio Seminar/Forum Participation</td>
</tr>
<tr>
<td></td>
<td>5b</td>
<td></td>
</tr>
<tr>
<td>Effectively in writing and verbally</td>
<td>Intervention Plan and Implementation</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Practice personal reflection and self-correction to ensure continual professional practice</td>
<td>1, 2a</td>
<td>Portfolio, Seminar/Forum Participation</td>
</tr>
<tr>
<td>Evaluate personal strengths and effectiveness of the current level of skill, implementation of intervention plans and knowledge in the profession and identify areas of improvement for professional growth.</td>
<td>1a, 1b, 3c, 3d</td>
<td>Portfolio, Seminar/Forum Participation, Intervention Plan and Implementation</td>
</tr>
<tr>
<td>Demonstrate an increasing confidence in the use of self as helper, colleague and agency worker.</td>
<td>1, 2a, 3a, 3b, 3e</td>
<td>Portfolio, Seminar/Forum Participation</td>
</tr>
</tbody>
</table>

**Required Course Materials**

**SWK 351/451:**

**SWK 451:**

**Additional Course Materials**
Canadian Association of Social Workers Code of Ethics
Canadian Association of Social Workers Guidelines for Practice
Canadian Association of Social Workers Scope of Practice
Manitoba College of Social Workers Standards of Practice

These materials are located on the course site.

**Course Format**

This is a hybrid/blended seminar-based course, focusing on class conversation both in face-to-face and online formats based on readings and drawing on personal experiences in the field rather than lectures. It is imperative that you complete all readings prior to posting on the online discussion forums or participating in class discussions or discussion forums. This class is student driven with in class seminars facilitated by social work faculty. Students share reading related to their practicums and learning related to their field placement with their peers. A portion of each face-to-face class will be devoted to discussion of practice issues from field.
Through class discussions and activities, students develop the ability to think critically about how experiences in field relate to readings from this class and other classes taken. This is where you connect the dots and figure out how it all fits together. Come prepared to discuss the tugs and pulls along the way as you move towards developing your sense of identity as a professional social worker.

**SWK 351/451 Course Schedule**

**Course Dates:**
SWK 351 – September 4 to December 7, 2018
SWK 451 – January 7 to April 12, 2019

**Hybrid Model:** Online and Face to Face (see face to face Seminar dates below and Weekly Course Schedule on the course website)

**Discussion Forums:** See each forum online for discussion topic/question

**Assignments:** Upload to the course website on the due date and time indicated in the tables below.

**In Class Seminar Scheduled Dates**

Monday 8:30 – 11:15 a.m.

<table>
<thead>
<tr>
<th>In Class Seminar</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Get the Most out of Your Practicum and Learning Contract</td>
<td>September 10</td>
</tr>
<tr>
<td>Supervision and Safety</td>
<td>September 24</td>
</tr>
<tr>
<td>Challenges in the Workplace and Communication/Documentation</td>
<td>October 22</td>
</tr>
<tr>
<td>Planned Change Process &amp; Case Management</td>
<td>November 12</td>
</tr>
<tr>
<td>Portfolio Sharing Circle</td>
<td>November 26</td>
</tr>
<tr>
<td>Using Theory and CASW Code of Ethics</td>
<td>January 14</td>
</tr>
<tr>
<td>Wellness and Workplace Related Trauma</td>
<td>February 11</td>
</tr>
<tr>
<td>Transformation of Self: Student to Professional</td>
<td>March 11</td>
</tr>
<tr>
<td>Portfolio Sharing Circle</td>
<td>April 1</td>
</tr>
</tbody>
</table>

**SWK 351 Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Fact Sheet</td>
<td>October 5 by 11:55 p.m.</td>
</tr>
<tr>
<td>Assessment/Reflection</td>
<td>November 9 by 11:55 p.m.</td>
</tr>
<tr>
<td>Reading Assignment</td>
<td>November 30 by 11:55 p.m.</td>
</tr>
</tbody>
</table>
SWK 451 Assignment Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Plan and Implementation</td>
<td>February 8 by 11:55 p.m.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>March 27 by 11:55 p.m.</td>
</tr>
</tbody>
</table>

Course Requirements/ Assignments

1. Participation – In Class and Online Discussion Forums  

   Value: SWK 351 & SWK 451 50 points for each term

This course is predicated on the assumption that we will be learning from each other and as such the value of this learning is high. **Students are expected to participate fully** in discussion groups, whether online or in class, in a way that contributes to personal and collaborative learning. Students will be integrating knowledge, values and skills from the classroom and from the field experience. You will also be searching out information about different fields of practice and will be exposed to different social issues and interventions learned from fellow student placements. Students are required to enter these conversations using critical analysis of the required reading and their experiences at their practicum agency as a foundation for sharing their thoughts and views on a given topic. These discussions serve the following purposes:

- Create a learning environment for students to learn from each other
- Allow students to benefit from learning taking place in other practicum settings
- Give students opportunity to practice social work language and concepts
- Integrate theory with actual practice scenarios
- Supports the social construction of knowledge of different fields of practice
- Develop critical reading and thinking skills for social work practice
- Practice professional, team based consultation skills

**A Note on Critical Reading and Thinking:**

To read critically is to make judgments about how a text is argued. Critical thinking is a process that challenges you to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment.

**THE KEY IS THIS:**
- don't read looking only or primarily for information
- do read looking for **ways of thinking** about the subject matter and application for practice
Avoid approaching a text by asking "What information can I get out of it?" Rather ask "How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted?

**Online Posting Requirements** – You will be divided into groups for the discussion forums. These discussion groups will provide you with an opportunity to share your knowledge, to seek feedback from fellow students and to ask for help when you need it. You are expected to participate in each forum by the scheduled due date as noted in the Myboothonline course schedule. Complete the readings from the course text. Your comments should take into account the relevant course readings and/or other readings related to the topic. Feel free to quote readings you feel might be of interest to others in your group related to the topic. Remain focused on the topic. **Contribute one substantive initial post and respond to two posts of other students in your group in each forum. You are also expected to follow up on any responses to your initial post, summarizing any responses on the last day of participation.**

**Guidelines for Online Discussion Forums**

Here is the protocol for posting and contributing to the online discussion forums:

1. In your **initial** post for the week include quotes from the readings or other sources related to the topic that support your post. You are expected to complete your initial post by Wednesday at 23:55.
2. **Respond to two** of your peers by Friday at 23:55. Each post will: add to the discussion; bring about a new way of looking at the issues being raised; where appropriate recognize earlier contributions from students; and incorporate the readings or other academic sources (quoting small passages is acceptable – try to limit quotes to no more than 3 or 4 lines).
3. Review the posts for the week and feedback from your peers. Post by Sunday evening at 23:55 a response which incorporates your learning on the topic and feedback received from your peers.
4. Posts should be a minimum of **1 paragraph and a maximum of 2 paragraphs.** Whether you agree or disagree explain why with supporting evidence from the readings or other sources. Include a reference, link, or citation for all postings and responses.
5. Write professionally. Be organized in your thoughts and ideas.
6. Incorporate correlations with the assigned readings, readings from previous courses and topics with your practicum settings.
7. Stay on topic.
9. Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate discussion. Ideas for adding to the discussion might include the following: what additional information is there to support your thinking about x? What don’t we know about x, and how might that help us consider this issue another way?
11. Use proper etiquette. Remember that being respectful is critical.
Due Dates are identified in the Mybookthonline SWK 351/451 course shell and the Weekly Course Schedule. See the instructions for each forum within the forum itself and follow the process and requirements noted above. You cannot catch up on forums. You are expected to participate within identified timeframe. Failure to participate in a forum will result in a loss of all of the marks for that discussion forum. If you are late in posting and still within the participation time frame, you will be deducted points for that discussion forum.

Grading Rubric for Discussion Forums

There are identifiable characteristics that distinguish excellent contributions to online discussions from those of lesser quality. The criteria found in the rubric below will be used to assess the quality of your initial posting and responses to the postings and comments of peers during online discussions. Initial postings are your comments based on the discussion prompt posted by the instructor. Responses to others are your replies to your peers’ initial postings.

**Initial Response**  
Value Maximum 8 points per initial post

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Description</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Response goes beyond simply answering the prompt; attempts to stimulate further thought and discussion. Very clear that reading was completed and understood by incorporation into the posts and connects reading to field placement. References cited.</td>
<td>8-7</td>
</tr>
<tr>
<td>Good</td>
<td>Response provides most of the content required by the prompt, but does not require further analysis of the subject. Somewhat clear that reading was understood by incorporation into posts and connects reading to field placement.</td>
<td>6-5</td>
</tr>
<tr>
<td>Average</td>
<td>Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning. Somewhat unclear that reading was understood by incorporation into posts.</td>
<td>4-3</td>
</tr>
<tr>
<td>Limited</td>
<td>Response does not accurately address the prompt; rambling and/ or without consistency. Very unclear that reading was completed by incorporation into posts.</td>
<td>2-1</td>
</tr>
<tr>
<td>Flawed</td>
<td>No response provided to the prompt within the required time frame.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Response to Peers (Engagement with others)**  
Value maximum 8 points

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Description</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Responded to at least two peers on time. Shows</td>
<td>8-7</td>
</tr>
</tbody>
</table>
concerted and honest effort to engage with others. Responds to ideas in a way that advances discussion beyond the obvious. Contain rich and fully developed new ideas, connections or applications. References cited.

**Good**
- Responded to at least two peers on time. Shows attention to other posts in the thread. Incorporates and acknowledges ideas of others in an attempt to advance the discussion. Contain new ideas, connections, or applications, but they may lack depth and/or detail. 6-5

**Average**
- Responded to at least two peers on time. Offers little interaction with other posts in the thread. Mostly summarizes what others have said without adding to the discussion. 4-3

**Limited**
- Responded to at least two peers on time. Does little to demonstrate interaction with other posts in the thread. 2-1

**Flawed**
- No response provided to peers within the required time frame. 0

**In Class Discussion Requirements** – Ensure you are contributing to the conversation and activities in small group and in the larger class. *Push yourself to speak up in both small and larger group settings. Failure to actively participate will significantly impact the participation grade.*

2. **Agency Fact Sheet – SWK 351**  
**Value: 30 points**

Students are required to develop a fact sheet describing their practicum agency. *Be creative in the design* of your fact sheet so the information is usable by your peers. These could be completed in brochure format, powerpoint, youtube presentation, etc. During orientation to the agency, students should already be gathering information about the agency and the population served. Include the following information on your fact sheet:

- a) Agency’s mission or philosophy or statement of purpose
- b) Is the agency government, non-profit or for profit?
- c) Types of social issues addressed by your agency
- d) What specific laws (legislation) regulate the agency?
- e) What policies does the organization have that will guide your experience?
- f) What theories or counselling models does your organization work from and how do they incorporate them into service delivery?
- g) Clientele served by agency – include socio-cultural factors e.g. cultural background, class, gender, religion, etc?
- h) Primary services provided to meet the mission
- i) Where are referrals made by your agency and where do referrals to your agency come from?
- j) Types of staff with whom you come in contact?
- k) What types of learning opportunities are available to students?
You will be evaluated on your organizations skills, writing ability (clear and concise), thoroughness, and creativity.

**Mode of Presentation:** 3 pages minimum

**Due Date:** October 5 – Upload your fact sheet on the SWK 351/451 course website.

---

**3. Assessment/Reflection**  SWK 351  

**Value:** 70 points

**Assessment:**
The student will complete a strengths based biopsychosocialspiritual assessment including an intervention plan on a case with which the student has worked with or observed during his/her field education placement. **Max 7-10 pages double spaced.**

Use the assessment template provided on the course website as a guide

**Reflection:**
*Using the resource titled, “List of Clinical Skills” in the SWK 351/451 course website, select one from each page and reflect on the use of these skills in the assessment process. What worked or did not work? What would you do differently next time and why? Be specific. What theoretical lenses did you use to complete the assessment and how were they helpful? What social work values did you demonstrate? Max 4-6 pages.*

You will be graded on the following criteria:

- Ability to write clear and concise
- Relevance of information
- Identifying clearly what is subjective vs objective
- Clinical impressions based on skill, knowledge and best practices
- Identifying interventions you plan on using or have used with the client, the theoretical orientations utilized and the techniques from each theory used
- SMART goals
- Understanding of the client’s view
- Integration of information from other sources
- Strengths based

**Due Date:**  SWK 351 November 9, 2018

Upload to the SWK 351/451 course website by 11:55 p.m.

---

**4. Reading Requirement List**  SWK 351  

**Value:** 50 points
Students use literature from professional journals and social work books to support their learning in the field placement. Students are required to complete a minimum of 10 readings throughout the SWK 351 term. Each topic listed below must be addressed by at least one chosen article highlighted in the paper. Please discuss with your practicum supervisor appropriate best practice readings that are relevant to the agency and population you are working with.

- Personal growth – self-awareness, insights, personal reactions
- Connecting theory to practice – linking research, readings and class learning, to assessments and interventions in practice setting
- Level of practice or systems level reflections – clinical/macro questions, service delivery or program policy questions, questions related to systems that your agency works with
- Ethical dilemmas – reflect on how the Code of Ethics is applied in particular situations
- Anti-oppressive practice, culture, diversity – how do you see issues of justice and discrimination affecting your clients
- Relevant social problems and issues experienced by clients involved in the placement organization
- Legislation impacting the client population and the role of social workers within the agency
- Interventions specifically used with the target population of the agency

Agency pamphlets and agency literature such as policy and procedure manuals, annual reports etc., or information from websites do not fulfill this requirement. You must use 10 different sources – one journal article or one professional social work book chapter (not textbooks) counts as one reading. Readings required for current or completed courses does not fulfill reading requirements for the field placement.

Submit for marking a list of the readings you have completed with references in APA format. Include the APA reference immediately before your description and application of the source. For each reading use your critical thinking skills to reflect on and briefly describe the content of the source and identify the value of the information to your work within the agency. Reflect on how the article challenged you to think differently and how you will integrate that learning into your practice. Don’t tell your instructor how your agency uses the information; let your instructor know how you will use the information with the client population in your agency.

Your faculty liaison will look at the range of readings selected, evidence of critical thinking, quality of writing and correct usage of APA style when grading.

**Mode of Presentation:** 1 – 3 paragraphs per reading

**Due Date:** SWK 351 November 30, 2018
Upload to SWK 351/451 course website by 11:55 p.m.

5. Intervention Plan and Implementation SWK 451 Value 65 points
The purpose of this assignment is to demonstrate the ability to consolidate learning from the field practice and seminar into the final case study. This assignment is a comprehensive description of the intervention plan and implementation of it following the SWK 351 Assessment assignment.

This intervention plan will be expanded to reflect the multitude of factors that a social worker needs to utilize to carry out the intervention plan. The student will include aspects explored in the reflection section of SWK 351 Assessment/Reflection assignment, levels of intervention, social work roles and related tasks, theories/counseling models used in the implementation of the intervention, specific skills used with the client, policies and legislation that guided the intervention plan and implementation, the impact of the community context and social services system on the client and social worker, and strategies for accessing resources.

You will use references throughout the paper to support your work with the client. The work reflected in this assignment should be directly related to the SWK 351 Assessment.

This assignment should include the following:

A. Case Summary and the Intervention Plan:
   - Provide a case summary from the SWK 351 Assessment/Reflection including the goal(s) and intervention plan identified in the SWK 351 Assessment/Reflection assignment.

B. Implementation
   - Describe the policies and legislation that guides implementation of the plan and how they were reflected in your activities and tasks. How effective were these policies and acts in fostering change with the client and why?
   - Describe the community context that the client and the social worker are working within. How does the community assist and/or create challenges to accomplishing the intervention plan and achieving the client goal?
   - What is the resources within the social service delivery system that would be important to access to accomplish the intervention plan? What are the challenges to navigating the system? How do you work with the client and potential service providers to achieve successful referrals? If the referral did not work, what happened and how could you have made the referral more successful?
   - What theories or counseling models will you use to carry out the intervention plan? How does this fit with the agency, the client, and your personal style of helping? What specific techniques from the theory or model might you use? How will you know if it doesn’t fit? What would you do to adapt your approach?
   - What social work roles would you take on to implement the plan? How would each role help you facilitate change? What tasks would be involved in each role?
   - Select 3 specific counseling or helping skills from the resource, “List of Clinical Skills” located in the SWK 351/451 Website that you would also use with your client to guide the change process and implement the intervention plan. Why would you use those skills? If a skill was not effective, how do you know it is not effective and how would you adjust your approach?
   - How does your Intervention plan and implementation reflect the 3 levels of intervention (micro, mezzo, and macro)? How does the 3 levels of intervention that you have integrated into the intervention plan and implementation fit together when working with your client? Did they conflict at any point? If so, what did you do to address the conflict and continue to help your client achieve the goal(s)? How effective were you in your approach?
• How does this intervention plan and implementation strategies impact demonstrate striving for social justice and cultural competency?

Mode of Presentation: 10 - 14 pages approximately

Due Date: February 8, 2019 at 11:55 p.m.
Upload to SWK 351/451 course website

6. Portfolio SWK 451 Value 75 points

The social work portfolio is a final project due near the end of your last semester in the program. The portfolio is a capstone project that is reflective of the knowledge you have learned, skills you have gained and values you have incorporated into your practice. Portfolios provide students with the opportunity of taking the lead in presenting illustrations of the integration and connections they are making and taking into the world as a professional social worker. Your portfolio becomes an organic bibliography that represents a variety of references that document the twists and turns in your learning journey. It is a bibliography that grows each day and to be meaningful requires ongoing examination and reflection. Additionally, our intention is to help students become researching practitioners who analyze, synthesize and reflect on their learning and build towards an portfolio that you will make public, that is illustrative of your growth, professionalism, and vision for your future.

Your portfolio will demonstrate achievement of the social work program outcomes and Booth UC institutional outcomes. Both of these resources are located on the SWK 351/451 website. The BSW curriculum reflects a balance of general education (liberal arts), professional education (social work courses), and practical experience gained in the field through the field education component of the program.

Prompts that ensure you cover each outcome may include:

➢ What are the two most important lessons I have learned in achieving the outcome? Why?
➢ Based on the specific outcome and competencies, what are my two greatest strengths? What are my two greatest challenges?
➢ How do the artifacts contained in the portfolio demonstrate personal and professional development in the BSW program and achievement of Booth UC outcomes and the outcomes of the Social Work Program?

Begin the development of your portfolio by reviewing the Booth UC institutional outcomes and the Social Work Program outcomes. Group the two sets of learning outcomes for your eportfolio. This way you may end up with a total of 8 or 9 learning outcomes. This is a partial example of grouping of some of the outcomes.

Goal # 1 Christian Worldview/Christian Character/ Service (Booth UC 1, 2, 12 & 13 & SW 4)
Goal # 2 Identity as a Professional Social Worker/ Passion for Learning (SW 1 & Booth UC 3)
Goal # 3 Adhere to SW Code of Ethics & Adoption of Social Work Values in Professional Practice/ Creative Problem Solving/ Ethical Decision Making (SW 2, Booth UC 5, & 8)

Continue to group each of the institutional and social work program outcomes. Make sure you cover all of the institutional and social work outcomes in your portfolio.
Portfolio Learning Factors
The most important features of portfolio learning are:

- You! This is about your presentation of yourself. It is a life-long tool to help you discover and express who you are. It changes as you change throughout life.
- It is a process. Portfolio learning focuses on your experience and how it evolves; it is about what is happening to you.
- It is a dynamic collection of artifacts which summarize, document, and highlight the best of who you are, what you have done, the learning that occurred, and what you hope to do.

Artifacts – Demonstration of Achievement of Booth UC Institutional & SW Program outcomes

Select two artifacts for each grouped learning outcome. An artifact is any actual item that demonstrates learning and how you met the outcome. Artifacts can come in almost a limitless variety of forms including written text, pictures, documentation, presentations, skill demonstrations, evaluation, reflection journal, special training, etc. Use your creativity to select and craft your artifacts in a manner which best demonstrates your learning and growth personally and professionally throughout your academic studies leading to you BSW degree.

Task

The specific contents and organization of the portfolio are up to you. The preferred medium to create your portfolio is using a Powerpoint or Prezi presentation format. If you have another idea about the medium you wish to use, discuss this with the field liaison. You can include anything you choose to include in your portfolio. Think of what brings you inspiration. Besides the achievement of each of the learning outcomes we will be looking for the following in your portfolio:

- **Organizations of your portfolio - In a portfolio**, ensure that you create your table of contents. Create a theme for your portfolio that will be carried throughout your portfolio. Let your viewers know why you have selected your theme and how it fits with who you have become as a social worker.

- **Mission Statement** - Your mission statement is an introspective overview of your purpose as a social worker and your personal mission in life. Keep in mind that your statement needs to inspire you as well as resonate with those you choose to serve. The length of the statement is no more than a paragraph

- **Professional social work identity** - Who have you become as a professional social worker? Identify your views and philosophy of social work. Incorporate concepts of power, oppression and marginalization discussed throughout the program. How will you support the philosophy of social justice — including hope, mercy and justice, principles of anti-oppressive practice, and uphold the values of the profession? Use literature to support your response (1-2 paragraphs in length).

- **Describe your understanding of the change process** - Draw upon theory from human behaviour, stages of change and motivational interviewing. (1-2 paragraphs in length).

- **Practice model/ theoretical orientation** - Identify the theoretical models and techniques that will guide your practice. Discuss the relevance of the theoretical orientations to social work practice (1-2 paragraphs).
- **Demonstration of Achievement of Booth UC Institutional and Social Work Program Outcomes** – Students are required to demonstrate achievement of each of the institutional and social work program outcomes. Create a page for each set of grouped learning outcomes. **Include two artifacts** for each set of outcomes. Reflection is the heart and soul of a portfolio. Reflection provides the rationale for why these artifacts represent achievement of a particular outcome. In the context of this learning artifact describe what you learned and how the learning product demonstrates achievement of the outcome.

- **Personal & Professional Goals** – Create 3 personal and 3 professional goals. Make sure your goals follow the SMART principle

- **Summary** – Discuss how you have grown and what you have learned through development of your portfolio. Clarify how this experience has shaped you going forward as a professional social worker. Identify areas of passion and your dream job. (1-2 paragraphs)

- **References**

**Portfolio Grading**

Portfolios will be graded on the following criteria:

- Are the materials well-organized and presented clearly and professionally?
- Do the contents speak to the Booth UC outcomes and outcomes of the social work program?
- To what extent does the portfolio show evidence of the student's understanding of the social work profession, its core values, its code of ethics, and its basic principles and methods?
- To what extent does the student show evidence of high levels of self-awareness and ability to engage in self-reflection?
- To what extent does the student show evidence of critical thought, analysis and scholarship?
- To what extent does the portfolio show originality and creativity?
- What is the evaluator's overall impression of the portfolio and portfolio analysis?

**Due Date:** March 27, 2019 at 11:55 p.m.

(No extensions will be granted for this assignment)

**Submission Format:** Send portfolio to field liaison either in person (artifacts) or by email.

7. **Portfolio Sharing Circle**  

**Value 10 points**

At the end of the semester students will participate in a final sharing circle for the program. Students are expected to identify one significant piece of learning that occurred through the development of their portfolio. This will give students the opportunity to affirm their peers as they enter professional practice. Students will have 5 minutes to share. At the conclusion of sharing students will have the opportunity to affirm their peers.
Mode of Presentation: 5 minutes individually in the sharing circle, and then collectively as a group.

Presentation Date: April 1, 2019

Course Grades

Grading for SWK 351 Integrative Field Seminar is based on the following:

| Participation (Online & In Class) | 50 points |
| Agency Fact Sheet | 30 points |
| Reading List | 50 points |
| Assessment/Reflection | 70 points |
| **Total** | **200/2 = 100** |

Grading for SWK 451 Integrative Field Seminar is based on the following:

| Participation (Online & In Class) | 50 points |
| Intervention Plan and Implementation Paper | 65 points |
| Portfolio | 75 points |
| Portfolio Presentation | 10 points |
| **Total** | **200/2 = 100** |

Grading Schedule

Here is the interpretation of the letter grades as per the College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional Performance with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base.</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance with evidence of excellent original thinking, excellent organization, excellent capacity to analyze and synthesize; an excellent grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.</td>
<td>85-93%</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Performance Details</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.</td>
<td>78-84%</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical skills, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory Performance with evidence of a satisfactory grasp of the subject matter; evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>Adequate Performance with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.</td>
<td>60-64%</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>Inadequate Performance with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

**Course Standards/ Course Policies**

**Written Assignments**

Effective written communication skills are essential to professional social work practice. All written assignments must be typed double-spaced with one inch margins on all sides and font size of 12. All pages must be numbered. The title page is not included in the number of pages required for the assignment. All assignments should include a title page i.e. name, title of project, and date submitted. Review your assignments for clarity, style, punctuation, grammar and spelling. Papers must be appropriately referenced using APA style 6th edition. All written assignments are submitted on-line via the course drop box as a Word document.

**Professional Conduct in the Classroom**
We consider the Booth classroom environment to be a special place of focused engagement between professors and fellow students. Students are asked to engage in professional behavior in the classroom at all times. **Turn off all cell phones** and refrain from taking any calls unless you are “on call” and have cleared that with the professor prior to class. Under those circumstances, please sit close to a door, put the phone on vibrate, exit before you answer the phone, and conduct your phone call as quickly and quietly as possible. Re-enter the classroom as soon as possible. **Refrain from personal “texting” or “IM-ing” while in class.** This behavior is unacceptable in a university classroom and is considered unprofessional, regardless of how it is viewed in the larger culture. It is also destructive to the group learning environment, impeding intimacy with some, excluding others, and distracting the texter. All incidents of texting and other less technical distractions such as sidebar conversations and passing of notes will be immediately addressed in real time by the professor. **Computers/laptops should be used appropriately** for the purposes of note taking, or other course-related activities. During small group exercises, role plays, videos, presentations by other students or any other classroom activity, computers should be closed and placed away from the student if not needed. The use of the computer to “surf,” check email, or engage in non-course activity is distracting to the student, his or her classmates, and the professor. All Surfing or texting outside of class activities will be immediately addressed by the professor and impact the participation grade. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

**Booth UC Policy Statements**

Students are responsible for reviewing and abiding by all Booth UC academic policies in the current Academic Calendar.

**Booth Social Work Program Field Education Policies**

Students are responsible for reviewing and abiding by all social work policies contained in the Field Education Manual.

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so
constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean. The academic appeals process is found on pages 19-20 in the academic calendar.


**Timely Submission of Assignments**

As the BSW program is a professional degree, we as BUC Social Work Faculty pledge to equip students with the tools necessary to succeed in professional practice. In professional practice social workers are required to manage multiple deadlines, meeting expectations of various supervisors and stakeholders, and ensuring the needs of clients are not put into jeopardy. As a student, development of time management skills and the ability to prioritize projects are an important step towards professional social work identity. To this end, ensure you review your syllabi and make a plan for assignment completion for all of your courses.

Assignments are due at the commencement of class on the scheduled due date. Any assignment handed in after class has begun will be considered a day late and penalized as such. In professional practice it sometimes happens that you will need to negotiate an extension of a deadline with your supervisor. Similarly, should you experience extenuating circumstances you are required to notify the instructor before the assignment is due. Factors such as assignments for other courses, computer software difficulties, or printer malfunctions are not sufficient grounds for requesting an extension.

Again, in preparation for professional work where late or incomplete work will not only affect your performance review, but will jeopardize client well-being, late submissions will be penalized by 5% of the final grade each day, starting on the due date and including weekends (up to the value of the assignment). All assignments must be completed to receive a passing grade for the course. Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.

**Attendance Policy**

Students are required to attend all field seminars. The attendance policy includes the participation in the on-line discussion forums as per the discussion forum scheduled outlined in the syllabus.
Professional Unsuitability

The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.