

## SYLLABUS

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### MISSISSIPPI VALLEY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK Fall 2012

This document does not constitute a contract with the University. It contains guidelines.

Academic Term and Year	Fall 2012
Course Prefix and Number	SW 580
Course Title	Field Practice Seminar I
Credit Hours	3
Days, Time and Location of Class	Monday (6:00-8:40 p.m.-Hybrid Course)
Instructor	Ann-Marie Jones, Ph.D., LGSW
Office Location:	Sutton Administration Building, Room 209
Office Hours	Monday 1:00 – 5:00 p.m. Tuesday 1:00 - 5:00 p.m. Wednesday 10:00 am - 1:00 p.m.
Office Telephone	(662) 254-3055
E-Mail Address:	Blackboard Communication Tools
Prerequisites:	SW 500, SW 501, SW 510, SW 511, SW520, SW521, SW531,SW 540

#### **Required Technology skills:**

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

#### **CATALOG COURSE DESCRIPTION**

Discussion on integration of social work knowledge, theories, and research into general social work practice during the internship experience. Co-requisite – SW 581, Field Internship I (6)

#### **COURSE DESCRIPTION**

The ecosystems perspective is the dominant perspective used to analyze clients' problems and situations. Empirically tested methods of intervention in systems of all sizes, and with populations at risk are discussed along with emphasis on the use of the strengths and empowerment approaches. The integration of social work values, ethics, theory, policy, and research into social work practice in a rural environment is discussed. Working in a rural environment with culturally diverse populations of children and families is integral to the course.

## **DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

## **PROGRAM GOALS**

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

## **COMPETENCIES**

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Utilize appropriate intervention within a rural practice framework.

## EXPECTED PRACTICE BEHAVIORS

<b>Course Competencies:</b>	<b>Course Practice Behaviors</b>	<b>Assessment of Practice Behaviors</b>
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to the services of social work; b. practice personal reflection and self-correction to assure continual professional development; c. attend to professional roles and boundaries; d. demonstrate professional demeanor in behavior, appearance, and communication. e.	1. Discussion of Field Experience /Bi-Weekly Field Activity Report (FAR) 2. Readings/Class Assignments
2.1.2. Apply social work ethical principles to guide professional practice.	a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; d. apply strategies of ethical reasoning to arrive at principled decisions.	1. Discussion of Field Experience/Bi-Weekly Field Activity Report (FAR) 2. Reading/Class Assignments 3. Discussion of Code of Ethics
2.1.3. Apply critical thinking to inform and communicate professional judgments.	c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	1. Discussion of Field Experience/ Bi-Weekly Field Activity Report (FAR) 2. Critical thinking assignment 3. Readings
2.1.4. Engage diversity and difference in practice.	a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and d. view themselves as learners and engage those with whom they work as informants.	1. Discussion of Field Experience/Bi-Weekly Field Activity Report (FAR) 2. Class activity and test on cultural diversity 3. Reading Assignments
2.1.5. Advance human rights and social and economic justice.	a. understand the forms and mechanisms of oppression and discrimination; b. advocate for human rights and social and economic justice; and c. engage in practices that advance social and economic justice.	1. Discussion of Field Experience/Bi-Weekly Field Activity Report (FAR) 2. Declaration of Human Rights reading and discussion 3. Reading/Class Assignments
2.1.11. Utilize	a. recognizes the impact of the rural environment	1. Discussion of Field

appropriate interventions within a rural practice framework.	on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	Experience/ Bi-Weekly Field Activity Report (FAR) 2. Class discussion
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**Course Requirements:**

**Required textbook(s):**

Field Internship Manual, Master of Social Work Program, Department of Social Work, Mississippi Valley State University (December 2008).

**Supplemental Texts:** Selected readings/activities will be required from the following supplemental texts:

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Baird, B. N. (1999). *The internship, practicum, and field placement handbook*. Saddle New Jersey: Prentice Hall.

Cochrane, S. F., & Hanley, M. M. (1999). *Learning through field: A development approach*. Needham Heights, MA: Allyn Bacon.

Horejsi, C. R., & Garthwait, C. L. (2002). *The social work practicum: A guide and workbook for students* 2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Rogers, G., Collins, D. & Barlow, C. Grinnell, Jr. R. (2000). *Guide to the social work practicum: A team approach*. Itasca, IL: E. E. Peacock Publishers, Inc.

Saleeby, D. (2006). *The strengths perspective in social work practice* (4<sup>th</sup> ed.). Boston: Pearson.

Ward, K & Mama, S.R. (2006). *Breaking out of the box: Adventure-based field instruction*. Chicago: Lyceum Books, Inc.

**Class Attendance Policy:**

Each student is required to participate in using Blackboard Communication Tools, taking online exams, and other aspects of Blackboard. You are expected to log in regularly (**daily**, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials. Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be

recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance.

The student is still annotated as AU or AE. **The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

***Class Meeting Policy: Students must attend all in class sessions listed on the course schedule in this syllabus.***

### **Policy and Procedure on Cheating and Plagiarism**

#### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

#### **Responsibility**

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

#### **Definitions**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

### **Make-up Policy:**

Assignments: Make up may be allowed, depending on the circumstances with an excuse. It is at the instructor’s discretion.

### **Teaching/Learning Strategies:**

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

### ***Specific Learning Strategies:***

1. Lectures - In class lectures will be used to assist students in relating social work knowledge, skills and values to practice situations.
2. Field Activity Reports (FAR). Students will share their field experiences with the field coordinator via Blackboard. Requirements are outlined in the attached “FAR Rubric. Students will be given written feedback on their Field Activity Reports.
3. Class Presentations – Students will give presentations that demonstrate their ability to apply critical thinking skills in analyzing how agencies work to meet their stated mandates and the impact their activities have on meeting the needs of the clients they serve.
4. Case Vignettes – Case vignettes will allow students to apply their knowledge, skills and values to case situations. Students will enhance their understanding of the application of social work knowledge, skills & values.
5. Class discussions – Students will share and discuss their field experiences and selected readings.
6. Written Assignment- Student will prepare and submit an organizational analysis paper.

**Submission of Work:**

Scheduled assignments **MUST** be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments automatically become unavailable after the due date/time expires.

All assignments **MUST** be keyed using MS Word (saved as a .DOC file); and no multiple submissions will be allowed. All assignments **MUST** be submitted using the appropriate software.

**Course Drops/Incompletes:**

Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. **This is your responsibility.** Failure to comply with the procedure WILL result in student receiving a letter grade of "F".

[Not officially withdrawing from the university may impact your financial aid and result in you owing the university.](#)

**Online Communication****Observation of "Netiquette":**

Students **MUST** use Blackboard mail for contact with the instructor and other members of the class.

All online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism.

**Hardware:**

Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
Processor:	200 MHz or higher
Memory:	32 MB of RAM
H Drive Space:	100 MB free disk space
Modem:	28.8 kbps or higher
Monitor:	800x600 resolution

**Software:**

<b>Internet Access:</b>	Any Internet Service Provider
<b>Browser:</b>	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
<b>Application</b>	Recommend Microsoft Word or application file name <b>.doc</b>
<b>Audio &amp; Video:</b>	RealPlayer, Quick Time

### Technical Problems

If you experience technical/computer difficulties (*need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course*), contact PRESIDIUM Learning, Inc. at 1-888-383-4709.

### Evaluation Procedures

Access Blackboard course at <http://blackboard.com>. Click on blackboard for detailed instructions regarding assignments

### Required Tasks/Activities:

1. Field Activity Report (FAR). Students will submit reports of major field activities. See attached FAR Rubric.
2. Organizational Analysis Paper. Students will prepare a paper on their internship agency detailing its history, purpose, goals, programs, services, client populations, relationships to other agencies, and polices relevant to the agency. See assignment rubric for more details.
3. Oral Presentation of Organizational Analysis Paper. Students will give an oral presentation on the structure and functioning of their internship agency based on the paper described in item 2 above.
4. Class Participation – Students are required to share their field experiences and participate in the discussion of selected readings.

Assessments	#	Points
Weekly FAR	7 @ 50	350
Organizational Analysis Paper	1	100
Organizational Analysis Presentation	1	50
Value Clarification Exercise	1	50
Class Participation		100
<b>Total</b>		<b>650</b>

A	550 - 650
B	450 – 549
C	350 - 449
D	250 - 349
F	Below 249

***While a grade of “C” is passing, a student may not make more than two Cs in the Program. A grade of “D” is failing.***



## **AMERICANS WITH DISABILITIES ACT (Special Needs Policy)**

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

**SW -580 - COURSE SCHEDULE (FALL 2012)**

<b>WEEKS</b>	<b>ASSIGNMENTS</b>
<b>Week 1</b> <b>August 20, 2012</b>	<b><i>In Class Meeting</i></b> 1. Course Overview & Requirements 2. Discussion of Student Responsibilities in Field 3. Proof of Professional Liability Insurance 4. Review of NASW Code of Ethics (Summary of Ethical Principles) 5. Ward & Mama, Chapter 1- Getting Started
<b>Week 2</b> <b>August 27, 2012</b>	1. FAR #1 Blackboard
<b>Week 3 (Holiday)</b> <b>September 3, 2012</b>	<b>Holiday</b>
<b>Week 4</b> <b>September 10, 2012</b>	<b><i>In Class Meeting</i></b> 1. FAR #2 Blackboard 2. Discussion of Field Experiences 3. Ward & Mama, Chapter 11- Finding Your Place in the Agency 4. Saleeby, Chapter 1 – <i>The Strengths Approach to Practice</i>
<b>Week 5</b> <b>September 17, 2012</b>	<b><i>Discussion Board Assignment - Blackboard</i></b>
<b>Week 6</b> <b>September 24, 2012</b>	<b><i>In Class Meeting</i></b> 1. FAR #3 - Blackboard 2. Rogers, Collins, Barlow & Grinnell, <i>Chapter 3-Values, Self Awareness &amp; Ethics</i> 3. Cochrane & Hanley – Chapter 7 – Shaping a Professional Self 4. Case Vignette (Value Clarification Exercise)
<b>Week 7</b> <b>October 1, 2012</b>	<b><i>Discussion Board Assignment - Blackboard</i></b>
<b>Week 8</b> <b>October 8, 2012</b>	<b><i>In Class Meeting</i></b> 1. FAR #4 Blackboard 2. Discussion of Field Experiences 3. Baird, Chapter 5- <i>Working with Diversity</i> <b>4. Organizational Analysis Paper Due</b>
<b>Week 9</b> <b>October 15, 2012</b>	<b><i>Discussion Board Assignment - Blackboard</i></b>
<b>Week 10</b> <b>October 22, 2012</b>	<b><i>In Class Meeting</i></b> 1. FAR #5 Blackboard

	<b>2. Oral Presentations - Organizational Analysis</b>
<b>Week 11</b> <b>October 29, 2012</b>	<b>Discussion Board Assignment - Blackboard</b>
<b>Week 12</b> <b>November 5, 2011</b>	<i>In Class Meeting</i> 1. FAR #6 Blackboard 2. <b>Oral Presentations - Organizational Analysis</b>
<b>Week 13</b> <b>November 12, 2012</b>	<b>Discussion Board Assignment - Blackboard</b>
<b>Week 14 (Holiday)</b>	<i>(Fall Break/Thanksgiving Holidays – November 19-23)</i>
<b>Week 15</b> <b>November 26, 2012</b>  <i>Please be aware that we will meet next week!!</i>	<b>In Class Meeting</b> 1. FAR #7 Blackboard 2. Discussion of Field Experiences 3. Horejsi, C. R., & Garthwait, Chapter 19 – <i>Looking Ahead, Leadership, and Social Justice</i>
<b>Week 16</b> <b>December 3, 2012</b>	<b>In Class Meeting</b> Evaluation Sharing/Discussion of Field Experiences

**RUBRIC -SW 580 (FIELD PRACTICE SEMINAR)  
FIELD ACTIVITY REPORT (FAR)**

**NAME:**

**FAR #** \_\_\_\_\_

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
Summary of Major Activities Student will describe major field activities in weekly Field Activity Report (FAR): <ul style="list-style-type: none"> <li>• Organization of information (e.g., logical manner)</li> <li>• Quality of Documentation (e.g., reflects appropriate language/terminology)</li> <li>• Quality of Written Communication (e.g., grammar)</li> </ul>	20	
Student will select and relate field activities to at least one field objective. <ul style="list-style-type: none"> <li>• Field activities relate to the selected field objective</li> </ul>	<b>10</b>	
Student will provide one insight gained related to social work <ul style="list-style-type: none"> <li>• Insight relates to social work values, knowledge and/or skills</li> </ul>	10	
Student will describe the most exciting and/or anxiety producing experience and the response to such events. <ul style="list-style-type: none"> <li>• Event(s) is identified and student response (s) provided</li> </ul>	10	
<b>Total</b>	<b>50</b>	

# GRADING RUBRIC

## SW 580 Field Practice Seminar I Organizational Analysis Paper Fall 2012

Practice Behavior/s	Element/s of Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Advocate for client access to the services of social work (PB 2.1.1a)	Discuss the main theme of the paper	Demonstrates no evidence of a meaningful framework for paper	Establishes an average and predictable framework for paper	Establishes a defensible framework for analysis	Establishes clear and defensible framework for paper
Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities, and colleagues (PB 2.1.3c)	Demonstrate Competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 2.1.4b)	Discuss any diversity issues	Fails to present a meaningful rationale to support her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of paper	Presents an average and predictable rationale to support her choice of topic, supported by 1 example of only pros or only cons affecting the choice.	Presents a forceful rationale to support her topic, supported by 2 examples of both pros and cons of the choice. Solid logical evaluation of strengths and	Presents coherent and convincing rationale to support her topic, supported by 3 or more examples of both pros and cons of the choice. Reflects realistically and evaluates

<b>Practice Behavior/s</b>	<b>Element/s of Paper</b>	<b>Unsatisfactory Grade: (69 &amp; below)</b>	<b>Satisfactory (70-79)</b>	<b>Proficient (80-89)</b>	<b>Exceptional (90-100)</b>
			Satisfactory evaluation of strengths and weaknesses of paper	weaknesses of paper	critically strengths and weaknesses of paper
Understand the forms and mechanisms of oppression and discrimination (PB 2.1.5a)	5-7 page paper with requirements as listed in syllabus	There was no discussion of forms of mechanisms of oppression and discrimination as it relates to agency and population served, no policies listed	Average discussion, not very detailed, some elements missing, 1 policy listed	Good discussion of elements, some details given, 2 policies listed	Excellent, detailed discussion of each element of the agency's history as well as the history of oppression with population served, current oppression, 3 or more policies listed affecting population served

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**Presentation Rubric**

Name \_\_\_\_\_ Grade \_\_\_\_\_

Topic \_\_\_\_\_

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

Scoring: Each element is ranked from 1 (lowest) to 4 (highest).  
Maximum score is 24 points plus a possible 1-4 extra points for use of visual aids.

A=22-24      B=18-21      C=16-17      D=14-15      F=Below 13

**Organization** \_\_\_\_\_

- 4 – Student presents information in a logical, interesting sequence which audience can follow.
- 3 – Student presents most of the information in a logical sequence which audience can follow.
- 2 – Audience has difficulty following presentation because student jumps around.
- 1 – Audience cannot understand presentation because there is no logical sequence of information.

**Knowledge of Subject** \_\_\_\_\_

- 4 – Student demonstrates extensive knowledge, answers all reasonable audience questions and provides explanations and elaboration.
- 3 – Student demonstrates knowledge, answers most reasonable questions and provides some explanations and elaboration.
- 2 – Student demonstrates minimum knowledge, is able to answer only rudimentary questions and fails to elaborate.
- 1 – Student does not have a grasp of minimum information and cannot answer questions about the subject.

**Grammar** \_\_\_\_\_

- 4 – Presentation has no grammatical errors.
- 3 – Presentation has no more than two grammatical errors.
- 2 – Presentation has three grammatical errors.
- 1 – Presentation has four or more grammatical errors.

**Clarity of Communication \_\_\_\_\_**

- 4 – Student speaks in a clear voice with correct, precise pronunciation of words and reaches all members of the audience.
- 3 – Student speaks in a clear voice. Student pronounces most words correctly. Most audience members can hear presentation.
- 2 – Students’ voice is too low. Student incorrectly pronounces more than two words. Audience members have difficulty hearing presentation.
- 1 – Student mumbles, incorrectly pronounces words and speaks too low for -members in the back of the audience to hear.

**Eye Contact \_\_\_\_\_**

- 4 – Student maintains appropriate eye contact with audience, occasionally referring to notes.
- 3 – Student maintains eye contact with audience most of the time, but frequently refers to notes.
- 2 – Student occasionally makes eye contact with audience.
- 1 – Student makes little or no contact with audience.

**Adherence to Assignment \_\_\_\_\_**

- 4 – Student followed all instructions for the assignment and addressed all of the elements of the assignment.
- 3 – Student followed most of the instructions for the assignment and addressed all of the elements of the assignment.
- 2 – Student did not follow most of the instructions and failed to address significant portions of the assignment.
- 1 – Student did not follow most of the instructions and failed to address over half of the elements of the assignment.

**Visual Aids – Extra Credit Points \_\_\_\_\_**

- 4 – PowerPoint presentation plus handouts
- 3 – PowerPoint presentation
- 2 – Handouts or other visual aids that support the presentation appropriately
- 1 – Handouts or visual aids that do not support the presentation or are otherwise inappropriate

**Quality of PowerPoint Presentation (2 Points)**

- Appropriate Font Size (1 Point)
- Legible/Understandable (1 Point)



## Bibliography

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- Cochrane, S. F., & Hanley, M. M. (1999). *Learning through field: A development approach*. Needham Heights, MA: Allyn Bacon.
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- Danowski, W.A. (2005). *In the field: A real-life survival guide for the social work Internship*. Boston, MA: Allyn & Bacon.
- Erich, S., & Kanenberg, H. (2011). *Skills for group practice: Responding to diversity* (2<sup>nd</sup> ed.). Boston: Pearson.
- Garthwright, C. L. (2011). *The social work practicum: A guide and workbook for students* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Ginberg, L. H. (Ed). (1998). *Social work in rural communities* (3<sup>rd</sup> ed.). Alexandria, VA: Council on Social Work Education.
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- Johnson, J. & Grant, G. Jr. (2007). *Sexual abuse: Casebook series*. Boston: Allyn Bacon.
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- Mather, J., Lager, P. B. & Harris, N. J. (2007). Child welfare policies and best practices 2nd ed.). Belmont, CA: Brooks/Cole/Thomson.
- Mattini, M. A., & Meyer, C. H. (Eds) (1995). Foundation of social work practice: A graduate text (2<sup>nd</sup> ed.). Silver Springs: NASW.
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- Popple, P. & Vecchiolla, F. (2007). Child welfare social work: An introduction. Boston: Pearson:
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