

SYLLABUS

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Spring 2013

Academic Term and Year	Spring 2013
Course Prefix and Number	SW 680
Course Title	Field Practice Seminar II
Credit Hours:	3
Days, Time and Location of Class Meeting	Hybrid/Mondays –6:00 pm - 8:40 p.m. in Rm. 232
Instructor:	Mary L. Ross, LMSW
Office Location:	William Sutton Administration Building, Rm. 208
Office Hours:	Monday 4:00 - 6:00 (<i>Date of the Seminar Class Only</i>) Tuesday 10:00 – 12:00 & 1:00 - 5:00 Wednesday 9:00 – 12:00 & 1:00 - 3:00 (Other times by appointment)
Office Phone Number:	(662) 254-3055
Main Office Number	(662) 254-3365
Email Address:	mlross@mvsu.edu

Technology skills:

Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail.

CATALOG COURSE DESCRIPTION

SW 680 - Field Seminar II: Discussion on the integration of social work knowledge, theories, and research into advanced social work practice with children and families during the internship. **Prerequisites:** SW 600; SW 610; SW 615; SW 620; SW 630. **Co-requisite:** SW 681 Field Internship II. (3)

Exception: MSW Two Year Program: SW650, Needs Assessment and Program Evaluation, is taken concurrently with SW 680, Field Practice Seminar II, and SW681, Field Internship II.

COURSE DESCRIPTION

SW 680, Field Practice Seminar II, is considered the capstone course in the curriculum and is taken concurrently with SW 681 Field Internship II. SW 680, the seminar, provides a forum for the integration of the MSW advanced curriculum courses into the students' practice in the field. 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** Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.
12. **Rural Competency: 2.1.12** Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Advanced Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to social work services within the context of child and family service; b. function within clearly defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self; c. identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environments; d. demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting.	Class discussion & participation Field Activity Report (FAR)
2.1.2. Apply social work ethical principles to guide professional practice.	a. integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families; b. apply ethical decision-making skills in working with rural children and families.	Ethical Dilemma Assignment Class discussion & participation Field Activity Report (FAR)
2.1.3. Apply critical thinking to inform and communicate professional judgments.	a. evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families; b. critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families; and	Case Study Class discussion & participation Field Activity Report (FAR)

	c. communicate effectively, in oral and written form, with diverse clients and with other professionals.	
2.1.4. Engage diversity and difference in practice.	<p>a. develop and expand programs in rural areas and small communities where resources meet the needs of clients;</p> <p>b. accurately identify and assess issues among diverse client populations in a rural environment;</p> <p>c. recognize how factors related to diversity may influence client functioning and help-seeking behaviors; and</p> <p>d. implement assessment, develop and implement intervention, and use evaluation tools that are culturally sensitive and appropriate to diverse clients.</p>	<p>Class discussion & participation</p> <p>Field Activity Report (FAR)</p> <p>Case Study</p>
2.1.5. Advance human rights and social and economic justice.	<p>a. understand the forms and mechanisms of oppression and discrimination;</p> <p>b. advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality; and</p> <p>c. advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.</p>	<p>Class discussion & participation</p> <p>Field Activity Report (FAR)</p>
2.1.6. Engage in research-informed practice and practice-informed research.	<p>a. critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis; and</p> <p>b. generate and apply research knowledge to critical discussions on best practices for children and families.</p>	<p>Class discussion & participation</p> <p>Field Activity Report (FAR)</p> <p>Case Study</p>
7. Apply knowledge of human behavior and the social environment.	<p>a. integrate knowledge of rural values and customs into autonomous social work practice with children and families.</p> <p>b. apply appropriate theories, models, and research to diverse client systems and circumstances.</p> <p>c. demonstrate effective leadership skills in social services and child welfare agencies, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.</p> <p>d. demonstrate the ability to critically evaluate and select from multiple theories when working with children and families.</p> <p>e. demonstrate the ability to assess strengths and needs of children and families living in</p>	<p>Class discussion & participation</p> <p>Field Activity Report (FAR)</p> <p>Case Study</p>

	poverty with special emphasis on rural environments.	
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work practice	a. demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations; and b. analyze the impact of social policies on children and families, workers and agencies and demonstrate leadership skills for influencing policy formulation and change.	Class discussion & participation Field Activity Report (FAR) Task/Skills Assignment
2.1.9. Respond to contexts that shape practice	a. effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families.	Class discussion & participation
2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	a) Conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors b) Apply bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families	Case Study Class discussion & participation Field Activity Report (FAR)
2.1.11. Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.	a. utilize advanced social work knowledge, values and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting.	Case Study Class discussion & participation Field Activity Report (FAR)
2.1.12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	a. demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	Case Study Class discussion & participation Field Activity Report (FAR)

COURSE REQUIREMENTS

Required Textbooks:

Field Internship Manual, Master of Social Work Program, Department of Social Work, Mississippi Valley State University (December 2008). *Available online at mvsu.edu.*

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

American Psychological Association (2001). Publication Manual of the American

Psychological Association (5th Ed.). Washington, DC: American Psychological Association.

Baird, B. N. (2011). The internship, practicum, and field placement handbook: A guide for the helping professions (6th Ed.). Boston: Prentice Hall.

Garthwait, C. L. ((2011). The social work practicum: A guide and workbook for students (5th ed.). Boston: Allyn & Bacon

Nichols, Q. (2012). Advancing Core Competencies: Emphasizing practice behaviors and outcomes. Boston: Pearson.

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

Class Attendance Policy

Each student is required to participate by using Blackboard Communication Tools. Students are expected to log in regularly (daily, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials.

Students 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 university as required. 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 she shall consider AU or AE.

In Class Policy: Students must attend all “In Class Meetings” 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).

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.

1. *Lectures* – Lectures will be used to assist students in relating social work knowledge, skills and values to practice situations.
2. *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. Student will also demonstrate their ability to review and critically analyze professional works on issues of interest to the field of social work
3. *Written Work* – Students will submit two major papers related to their case study and value dilemma assignments.
4. *Case Vignettes* – Case vignettes will allow students to apply their knowledge, skills and values to case situations.

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.

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. Failure to comply with this procedure **WILL** result in 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 students put into an online course reflects on their 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:

Internet Access:	Any Internet Service Provider
Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
Application	Recommend Microsoft Word or application file name .doc
Audio & Video:	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 PRESIDIU 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. **Weekly Field Activity Report (FAR).** Students will submit bi-weekly field activity reports via Blackboard. Students will enhance their understanding of the application of social work knowledge, skills and values by selecting field objectives and relating them to actual case or practice situations in their internship.

2. **Case Study** - Students will select a case from their respective concentration field internship and prepare a major paper (7-10 pages/double spaced). The case study must include multi-dimensional assessments using the ecosystems perspective augmented by strengths and empowerment approaches within the context of a rural environment. Format for case study will be provided.

3. **Task/Skills Assignment** - Students must complete a macro practice task/skill assignment. Students will present assignment as an oral (PowerPoint) presentation.

4. **Value Dilemma Assignment** – Students will be given an assignment that reflects the types of value and ethical dilemmas social workers often face in professional practice. Students will address relevant professional values and ethics, and discuss how they would handle such situations.

5. **Class Participation** – Students will share field experiences in class and discuss assigned readings.

Performance Standards/Grading:

Assessments	#	Points
Bi-Weekly Field activity Report (FAR)	7 @ 50 pts. Each	350
Case Study Paper	1	100
Task/Skills Assignment	1	50
Ethical Dilemma Assignment	1	50
Class Participation		100
Total		650

A	550-650
B	449-549
C	349-448
D	250-348
F	Below 249

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.

COURSE SCHEDULE
SW 680 – Field practice Seminar II
Spring 2013

Week One: January 14, 2013	<i>In Class Meeting</i> 1. Review & Discussion of Course Syllabus 2. Discussion of Field Placements/Agencies 3. Practicum Related Strengths (Pre-and-Post Test) - Garthwait, Chapter 1
Week Two: Holiday – Dr. Martin Luther King, Jr. January 21, 2013	1. FAR #1 (Blackboard) 2. Discussion/Sharing of Field Activities/ Experiences 3. Saleebey, D., Chapter 5 – “The Strengths Approach to Practice”
Week Three: January 28, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Discussion: Saleebey, D., Chapter 5 – “The Strengths Approach to
Week Four: February 4, 2013	1. FAR #2 (Blackboard) 2. Garthwait, Chapter 14 – Social Work Ethics 3. Nichols, Chapter 2, Ethical Practice
Week Five: February 11, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Garthwait, Chapter 14 – Social Work Ethics 3. Nichols, Chapter 2 - Ethical Practice
Week Six: February 18, 2013	1. FAR #3 (Blackboard) 2. Baird, B. N., Chapter 5- “Working with Diversity” 3. Nichols, Chapter 4 – Diversity in Practice
Week Seven: February 25, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Discussion: Baird, B. N., Chapter 5- “Working with Diversity” 3. Nichols, Chapter 4 – Diversity in Practice 4. Task/Skills Presentations
Week Eight: March 4, 2013	1. FAR #4 (Blackboard) 2. Ethical Dilemma Assignment Due (Blackboard)
Week Nine: March 9, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Task/Skills Presentations
Week Ten: March 11, 2013	1. FAR #5(Blackboard) 2. Task/Skills Presentations
Week Eleven: March 18, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Case Study Paper Due (Blackboard)
Week Twelve: March 25, 2013	1. FAR #6 (Blackboard)

Week Thirteen: April 1, 2013	<i>In Class Meeting</i> 1. Discussion/Sharing of Field Activities/ Experiences 2. Garthwait, Chapter 19 – Leadership and & Social Justice
Week Fourteen: April 8, 2013	1. FAR #7 (Blackboard)
Week Fifteen April 15, 2013	<i>In Class Meeting</i> Wrap Up/ Agency Evaluation
April 22, 2013	<i>All time sheets and weekly logs must be submitted by April 30, 2013.</i>
April 29, 2013	<i>Grades for graduating students are due in the Office of Student Records by 12:00 Noon on May 3, 2013.</i>

Comments:

This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her/his discretion. If changes are necessitated during the term of the course, you will be notified of changes via Blackboard e-mail.

ETHICAL DILEMMA ASSIGNMENT RUBRIC

SW 680 – FIELD PRACTICE SEMINAR II

Name _____

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
1) Identify one ethical dilemma most frequently encountered in your practicum setting.	5	
2) Identify relevant ethical principles and obligations that address the responsibilities and obligations of social work in addressing the dilemma stated in # 1. Your response should include reference(s) to specific sections of the NASW Code of Ethics that address the conduct/behavior of social workers.	20	
3) What specific actions would you take in responding to the ethical dilemma stated in # 1 above? Why?	10	
4) Would you have any value conflict adhering to the code of ethics in this situation? Why? Why not?	10	
5) How does your agency handle reports of ethics violations on the part of its staff?	5	
Total Points	50	

This assignment should be 3-5 pages in length.

RUBRIC -SW 680 (FIELD PRACTICE SEMINAR II)

FIELD ACTIVITY REPORT (FAR)

Please use this rubric to write your 1-2 page report.

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
<p>Summary of Major Activities Student will describe major field activities in weekly Field Activity Report (FAR):</p> <ul style="list-style-type: none"> • Organization of information (logical manner) • Quality of Documentation (reflects appropriate language/terminology) • Quality of Written Communication (grammar) 	<p>15</p> <p>5</p> <p>5</p> <p>5</p>	
<p>Student will select and relate field activities to at least one field objective.</p> <ul style="list-style-type: none"> • Field activities relate to the selected field objective 	11	
<p>Student will provide one insight gained related to social work</p> <ul style="list-style-type: none"> • Insight relates to social work values, knowledge and/or skills 	12	
<p>Student will describe the most exciting and/or anxiety producing experience and the response to such events.</p> <ul style="list-style-type: none"> • Event(s) is identified and student response (s) provided 	12	
Total	50	

TASK /SKILLS ASSIGNMENT RUBRIC

NAME _____

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
1) Discuss one specific social condition, need or problem that is a challenge in your practicum agency.	10	
2) How does this social condition, need or problem affect the agency's clients?	10	
3) What collaboration, internal or external, has taken place to address the social condition, need or problem?	10	
4) Has any legislation been introduced or passed that addresses the identified condition, need or problem? Specify specific legislation? Have any agency policies or directives been issued?	10	
5) What specific steps could be taken to address the social condition, need or problem? Cite research or demonstration projects.	10	

This assignment should be 3-5 pages in length.

Field References

- Axinn, J., & Stern, M. J. (2008). *Social welfare: A history of the American response to need* (7th ed.). Boston: Pearson.
- Baird, B. N. (2011). *The internship, practicum, and field placement handbook: A guide for the helping professions* (6th Ed.). Boston: Prentice Hall.
- Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (2nd ed.). Boston: Pearson.
- Coleman, S. F., & Hanley, M. M. (1999). *Learning through field: A development approach*. Needham Heights, MA: Allyn Bacon.
- Cooper, M. G., & Cooper, J. G. (2005). *Clinical social work practice: An integrated approach* (2nd ed.). Boston: Pearson.
- Garthwait, C. L. ((2011). *The social work practicum: A guide and workbook for students* (5th ed.). Boston: Allyn & Bacon.
- Ginberg, L. H. (Ed). (1998). *Social work in rural communities* (3rd ed.). Alexandria, VA: Council on Social Work Education.
- Horejsi, C. R., & Garthwait, C. L. (2002). *The social work practicum: A guide and workbook for students* (2nd ed.). Boston: Allyn and Bacon.
- Jenson, J. M., & Fraser, M. W. (2006). *Social policy for children and families: A risk and resilience perspective*. Thousands Oak, CA: Sage.
- Lee, J. A. B. (2001). *The empowerment approach to social work practice: Building the beloved community* (2nd ed.). New York: Columbia University.
- Longress, J. (2000). *Human behavior in the social environment* (3rd ed.). Belmont, CA Brooks/Cole/Thomson.
- 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* (2nd ed.). Silver Springs: NASW.
- Mattini, M. A., & Lowery, C. T. & Meyer, C. H. (Eds) (2002). *Foundation of social work practice: A graduate text* (3rd ed.). Silver Springs: NASW.
- Meyer, C. H. (2002). *Assessment in social work practice*. New York: Columbia University Press.
- Miley, K. K., O'Melai, M. & Dubois, B. L. (1998). *Generalist social work practice: An empowering approach* (2nd ed.). Boston: Allyn and Bacon.
- Nichols, Q. (2012). *Advancing Core Competencies: Emphasizing practice behaviors and outcomes*. Boston: Pearson.
- Popple, P. & Vecchiolla, F. (2007). *Child welfare social work: An introduction*. Boston: Pearson:
- Robbins, S. P., Chatterjee, P. & Canda, E.R. (2006). *Contemporary human behavior Theory: A critical perspective for social work* (2nd 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.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). *Field Instruction: A guide for social work students* (5th Ed.). Boston: Pearson.
- Russell-Chapin, L.A. & Ivey, A. E. (2004). *Your supervised practicum and internship: field resources for turning theory into action*. Belmont, CA: Brooks/Cole/Thomson.
- Saleebey, D. (2006). *The strength perspective in social work practice* (4th ed.). Boston: Allyn and Bacon.
- Scales, T. L., & Streeter, C. (Eds.). (2004). *Rural social work: Building and maintaining community assets*. Belmont, CA: Brooks/Cole/Thomson.

Thomlison, B., & Corcoran, K. (2008). *The evidenced-based internship: A field manual*
Madison, New York: Oxford University Press.

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

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). New York: Guilford.

Mississippi Valley State University

Department of Social Work

THE ROLE ALCOHOL PLAYS IN
DOMESTIC VIOLENCE WITHIN ASIAN AMERICAN FAMILIES

A Course Requirement
Presented in Partial Fulfillment
of the Requirements for SWK 680
Field Practice Seminar II

by

George Washington

January 2012

- **Research and Citation**
- **APA Style**

- **APA Overview and Workshop**
- **APA Formatting and Style Guide**

- General Format
- In-Text Citations: The Basics
- In-Text Citations: Author/Authors
- Footnotes and Endnotes
- Reference List: Basic Rules
- Reference List: Author/Authors
- Reference List: Articles in Periodicals
- Reference List: Books
- Reference List: Other Print Sources
- Reference List: Electronic Sources
- Reference List: Other Non-Print Sources
- Additional Resources
- Types of APA Papers
- APA Stylistics: Avoiding Bias
- APA Stylistics: Basics
- APA Headings and Seriation
- APA PowerPoint Slide Presentation
- APA Sample Paper
- APA Tables and Figures 1
- APA Tables and Figures 2
- APA Abbreviations
- Statistics in APA
- APA Classroom Poster
- APA Changes 6th Edition

- **Giving to the OWL**

Reference List: Basic Rules

Summary: APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

Contributors: Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee, Russell Keck

Last Edited: 2011-02-21 02:10:52

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

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