Hybrid Course: Attendance is mandatory at the first class on Wednesday, September 6th. If you are enrolled in another class at the same time, make an alternate time to meet with me to get oriented to the course. All other course sessions are held online via WebCT. To assess your readiness for an online course, complete the following assessment: http://www.adprima.com/dears.htm. If you scored low on this assessment, I would recommend taking a traditional section of this course.

Instructor: Shelley Steenrod, Ph.D.
Phone: 978-542-7008
Email: shelley.steenrod@salemstate.edu
Office: Academic Building, Room 204
Office Hours: Monday, Wednesday & Friday 9-12:00 (You are always welcome to stop by during these hours, however it’s in your best interest to schedule the time in advance with me so that I am not with another student.)

COURSE DESCRIPTIONS
Emphasis is on a community field experience in a social work agency. Students are expected to (1) volunteer for a minimum of three hours per week for the entire semester (total minimum: 45 hours); (2) participate in an Orientation Meeting and two hours of seminar time per week; (3) submit the required written assignments dealing with the practicum experience. Required for all Social Work Majors and Minors. Two seminar hours per week. Prerequisite: SWK100.

GLOBAL GOALS
1. To give students experience volunteering in a social service agency or program.
2. To increase students’ knowledge of social services in the community.
3. To help students test their own interest in working in the helping professions.
4. To develop beginning counseling skills.

COURSE OBJECTIVES
1. To provide students with a direct field experience whereby they identify and develop basic social work roles and skills.
2. To encourage and aid students in exploring various field of social work practice and social service delivery systems.
3. To provide a beginning experience in using supervision.
4. To facilitate growth in the student’s awareness and conscious use of self as a helping person.
5. To acculturate students to professional standards, procedures, values and ethics.
6. To encourage a student’s self-reliance and initiative while working within the framework and limitations of a particular social agency.
7. To introduce students to the profession of social work and its mission within the larger social welfare system.
8. To provide students with knowledge about a problem solving framework that can be applied to work with individuals, groups, communities and agencies.
9. To foster a student’s critical awareness of social service delivery systems.
10. To encourage students to explore their values and those of clients and society at large.
11. To develop respect for individuals, their diverse cultures, and their values.
12. To provide an opportunity for students to present and evaluate case material one-to-one and in groups, in both oral and written form.
13. To provide students with the opportunity to evaluate the appropriateness of choosing a career in the social services.

REQUIRED READINGS


COURSE REQUIREMENTS

The student will be expected to assume the primary responsibility for making the necessary arrangements with an appropriate representative of a social service agency for his/her volunteer assignment. Once the student has selected an agency, s/he is expected to:

1. Negotiate a contract with the agency specifying duties, hours and supervision, and submit it to the course instructor by the designated date;
2. Volunteer a minimum 45 volunteer hours during the semester;
3. Attend online classes and participate in online forums.
4. Complete all assignments according to the course syllabus.
5. Submit a time sheet with supervisor’s signature and agency supervisor’s evaluation at the end of the semester.

Policy on late work: I Will NOT accept ANY late work unless a doctor’s note is attached to it and/or a letter from a funeral home indicates that a loved one has died. In those circumstances students have 1 week to turn in a missed assignment. This may sound harsh but I have found that in an online class, students have a tendency to fall behind without deadlines.
METHODS USED

The course objectives will be accomplished through the use of readings, class discussion, role-playing, discussion of case material, group exercises, and use of the Basic Counseling Responses CD-Rom and Video.

FORMAT/ATTENDANCE

This course is predominantly an asynchronous distance learning course. That means that, with the exception of our 1st session, it is not held at any one specific time. The instructor will post her lecture on every Monday along with discussion questions for each student to respond to by the following Friday evening (by midnight). We will also have weekly online discussions. Attendance and participation are heavily weighted in the course and will be evaluated by your level of enthusiasm in the course your contributions to the weekly discussion boards. Be forewarned – WebCT allows the instructor of a course to monitor the frequency and amount of time a student spends on the course website.

STUDENT RESPONSIBILITY & INCOMPLETES

Students are responsible for completing all course requirements and for keeping up with all that goes on in the course whether or not the students are present. Failure to do this will result in a grade of I (Incomplete) which turns into an F after six weeks. Incompletes will be considered in the course under the following circumstances: 1) a substantial portion (usually at least 80%) of the course work has been completed; 2) the student’s record in the course is such that a passing grade can still be earned; 3) the student has made arrangement with the instructor prior to the time that final grades will be assigned; and 4) the instructor is satisfied that circumstances beyond her/his control prevented her or him from completing the required work. I very rarely give incompletes.

NOTICE OF NON-DISCRIMINATION

Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aid, or adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak to the instructor.
immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.
ACADEMIC DISHONESTY

Salem State College assumes that all students come to the College with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All forms of academic dishonesty, including plagiarism, are considered to be serious offenses against the College Community. Definition of Academic Dishonesty: Submitting another person’s work as one’s own. This includes, for example, copying another person’s work during examinations; purchasing papers; copying papers, reports, journal articles or portions thereof; copying material from a website; copying laboratory or computer results; and presenting material from another course or paper without proper acknowledgment, citations and references. Penalties for Academic Dishonesty: Penalties for plagiarism and academic dishonesty can include an automatic grade of F for the course as well as being reported to the Vice President, Academic Affairs, and can lead to suspension or expulsion from the College. See the current Salem State Undergraduate and Graduate Catalogues for complete descriptions of College policies on academic dishonesty and the appeals procedures.

COURSE ASSIGNMENTS

Assignment 1: Agency Report (4-6 pages in length)

This assignment involves gathering information from your agency in order to develop an understanding of the agency’s structure and functioning. This information will come from observation, staff interviews and agency materials. The profile should consist of concise, narrative summaries under the following headings:

• History of agency
• Mission & goals
• Services Provided
• Qualifications of staff
• Population served characteristics of this group, number of clients served, and eligibility standards.
• Putting yourself in a client’s shoes – how might the agency feel to the client. Warm & fuzzy? Formal? Intimidating? Welcoming?
Assignment 2: Client Perspective Report (4-6 pages in length)

This paper should be written in narrative form. To complete it you will need to interview one or more clients of your agency’s services. This need not be an overly formal interview, but rather an informal talk with a client about his/her experience in using your agency’s services. Nevertheless you need to take into account the principles of good interviewing practice that you have studied for this course. The content of your paper should include:

- A brief description of the client and your reason for selecting this person. Include the clients:
  - Age
  - Gender
  - Living situation
  - Support system
  - Occupation
  - Client Strengths
- What were the circumstances that brought this client to your agency?
- How long and to what extent have they used which services?
- What significance do these services have in their lives?
- What changes in, or additions to the agency services would the client like to see?

Assignment 3: “Goodness of Fit” Paper (4-6 pages in length)

The final assignment is an opportunity for you to bring together what you have learned about yourself and about social work and the human services field in general. Throughout the semester, you have been asked to think about your activities in terms of roles, skills, feelings and values. You have looked at clients and how you relate to them. You have had an experience in a social service agency and have heard and read about others. You have looked at yourself and hopefully have gained some insights into your own interests, aptitudes and abilities.

In this paper you are asked to integrate and articulate what this experience has taught you about yourself. It is important to emphasize that YOU, not the placement per se, are the focus of this paper. Based on your experiences this semester, how do you assess the fit between you and social work? Please understand that this assessment may well produce both pros and cons. Expressing doubts about your “goodness of fit” will not count against you. The purpose of the paper is to help you explore just such issues.
In your paper you should attempt to answer the following questions and give illustrations of each:

1. What did you bring from your own life experience that has been valuable in this volunteer experience?
2. What did you learn in terms of skills, knowledge, self-awareness or values clarification from your SSVP experience?
3. What did you learn about your own interest and ability to work with people in a helping relationship?
4. What did you learn about your own interest and ability to work with people whose identity and values are different from your own?
5. What impressions can you draw from this experience about the “goodness of fit” between you and social work (or another helping profession)?

Assignment 4: Discussion Questions

Discussion Questions will be posted for each unit. Students are responsible for responding to the discussion question and to three of their peers each week. Midterm & Final Examinations: Your midterm & final examination will focus on your readings and interactive DVD/Video work from Basic Counseling Responses. They will be conducted online.

GRADING

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<tr>
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<td>Assignment 1: Agency Report</td>
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<td>Assignment 2: Consumer Report</td>
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<td>Assignment 3: Goodness of Fit Paper</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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### COURSE OUTLINE

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<tr>
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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>1</td>
<td>9/6</td>
<td>Orientation to Course</td>
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<td>2</td>
<td>9/11</td>
<td>Opening &amp; Closing Attending</td>
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<td>Grobman Part 5</td>
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<td>Grobman Part 8</td>
<td>Discussion Question Due 11/17</td>
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<td>12/4</td>
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<td>Grobman Part 10 &amp; 11</td>
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<td>12/18 -12/20</td>
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