

Salt Lake Community College Course Curriculum Outline

Final Approval Date (date approved by Faculty Senate & Provost): 09/30/2013

School: HU = Humanities Division Code: SW Department Code: SW

Action: Select Action
 If this is a change, what is being changed?
 Rationale for Action: In order to update our PCO it is a requirement to transfer the old outline to the the new course curriculum outline. No additional changes.

Faculty Contact: Mequette M. Sorensen
 Date Submitted: Fall, 2013

Semester of Implementation: Fall Year of Implementation: 2013

Course Basics:

Course Prefix: **SW** Course #: **2940**

Abbreviated Course Title: **Social Work Internship**

Full Course Title: Social Work Internship

Course Description: This course is offered to social work students at the culmination of their course work in social work. It is a once a week course and a supervised work experience in a social work setting in a community agency.

Course Student Learning Outcomes (SLOs):	Related College-Wide Student Learning Outcome(s)
1. Students will gain a substantive knowledge and understanding of the practical application of various social work frameworks (conceptual constructs, theoretical approaches, identification of goals and effective interventions) with specific populations within a social service community agency.	# 1, 2, 4 and 5
Students will demonstrate effective communicative skills both orally and in writing with clients, administrators, staff and the population served within the social service agency. Students will acquire introductory abilities orally and in writing the assessment of client's presenting problem and in the engagement in effective and appropriate	# 2, 4 and 5

problem solving within the Social Worker/Client relationship	
Students will demonstrate in their writing and in practice their critical thinking abilities (assessment of the presenting problem, integration of theory and its application, effective interventions and an evaluation of the effectiveness of the intervention and need for further work) in their review of two individual cases within their internship placement.	# 1, 2, 4 and 5
Students will demonstrate knowledge and skills that will enable them to work with others in a professional and constructive manner through their understanding of the inner workings (including but not limited to policy and procedures, staff meetings, in service trainings, clinical record keeping, follow-up visits, treatment plans) of a social service agency.	# 1, 2, 4 and 5

Prerequisite(s): SW 1010, SW 2100, SW 2230, SW 2280, SW 2650, SW 2720, SW 2750. SW 2750, SW 2230 and SW 2940 can be taken concurrently. However placement will not occur until SW 2750 and SW 2230 are close to completion.

Corequisite(s): see notes above in prerequisites

Cross-listing(s): None

Equivalent Course(s):

Credit Hours: 5 to 5

Billable Hours: 5 to 5

Lecture Hours: 5 to 5

Lab Hours: 0 to 0

Other Hours: 0 to 0

Total Contact Hours: 5 to 5

Repeat Code: NR = Can only be repeated for grade replacement

Repeat Limit: 99

Course Details:

Semester(s) Offered: Fall and Spring

GenEd Designation(s): (if applicable) (if applicable) *if selected, fill out attachment A.

Study Abroad Designation: No * if yes, fill out attachment B.

Service Learning Designation: Yes *if yes, apply through Thayne Center.

CTE course: A = Academic course

Course Level: UG = Undergraduate (if applicable) (if applicable)

Is this course only offered for CEUs? No

Default Grading Mode: S = Standard Letter

Other Grading Mode(s): (if applicable) (if applicable) (if applicable) (if applicable)

Schedule Type(s): N = Internship L = Lecture (if applicable) Other (Please Specify)

Instructional Method(s): 1W = Face-to-Face Classroom

4W = Online Website Instruction (if applicable) (if applicable)

Registration Restrictions:

Is this a transfer course? Yes

Articulation & Transfer Information: Elective credit. It is suggested that students consult the Social Work Academic Advisor for information on how the higher education institutions accept credits for this class. For specific information, contact the institution in which the transfer of credit is desired or the Social Work Academic Advisor.

Admission into a major program at a transfer institution depends upon the receiving institution's requirements for that major. Some major programs are restricted and require special application, volunteer and/or paid experience in the community as well as a competitive GPA. See the Social Work Academic Advisor or full-time faculty member at SLCC or the advisor at the intended receiving institution for specifics regarding application processes to Bachelors level education.

Course Fees:

Course fee(s): No

Amount(s): \$

Rationale:

** NOTE: Approval of this course does not automatically ensure approval of the course fees. Course fees are reviewed each November by the Executive Cabinet.

Impact:

Impact on hosting department: Pay for instructor, allocation of classroom space and continued development of agency partnerships willing to offer the student intern supervision and learning experiences.

Impact on other programs/departments: None

Special Instructions (content, pedagogy, assessment strategies, etc.):

Historically, the SW Internship course only provided an initial interview and then, placement. However in an interest to provide a more heightened learning experience as well as maximize the internship experience the department has implemented

additional methods of delivery. To this end the department has added a weekly classroom meeting to discuss internship experiences. The course will also include guest speakers as well as site visits. Interim discussions with course instructor and a post interview at the completion of the internship experience is critical to the course methodology. These changes do not affect the service learning designation, transfer agreements nor the existing SW program.

It is the instructor's responsibility to continually develop a list of available internships for the students. These internship partnerships with community agencies are identified and created by the course instructor.

Representative Syllabus (include as a separate document):

Please include a representative syllabus for the course. An actual syllabus used by a faculty member teaching this course is strongly preferred. Save the file using the filename "CCO XXXX #### Syllabus.doc" where xxxx #### is the course prefix and number.

NOTE: Save this Course Curriculum Outline using the filename "CCO XXXX ####.doc"

Evaluation Form

This should be your cover page.

Check if Attached	Criteria	Points
	<p style="text-align: center;">Class Attendance & Participation</p> <p>Attendance and participation in classroom discussions, exercises and activities. (10 points)</p>	
	<p style="text-align: center;">Interviews</p> <p>Initial interview, site visit, individual interviews, closure and/or termination interviews will be conducted throughout semester with internship instructor/ director and students. (10 points)</p>	
	<p style="text-align: center;">Student Contracts</p> <p>The signed student contracts: 1) confidentiality and professional communication; 2) contract identifying three clinical and three administrative goals and if necessary 3) an incomplete grade contract. (5 points)</p>	
	<p style="text-align: center;">Intern Performance Evaluation</p> <p>The evaluation completed by the internship supervisor attests to the completion of the required 300 hours, evaluates the performance of the intern including comments regarding the student's performance. (10 points)</p>	
	<p style="text-align: center;">Brokering Services Assignment</p> <p>An assignment measuring student's proficiency in identifying appropriate services to specific issue. (10 points)</p>	
	<p style="text-align: center;">Reflection Journal Assignments</p> <p>5 reflection assignments completed throughout the course of your internship. (20 points)</p>	
	<p style="text-align: center;">Student Self Evaluation</p> <p>The self evaluation rating the student's assessment of knowledge gained through participation in SLCC Social Work program. (10 points)</p>	
	<p style="text-align: center;">Post Test</p> <p>A post examination at the completion of the Social Work (25 points)</p>	
	<p style="text-align: center;">8 Page Final Analysis</p> <p>The completion of an 8 page analysis of the service delivery system including assessment of 2 cases utilizing the bio-psycho-social model and then, the intervention plans observed or instigated by the student. Also include a summary of the reflection pieces. (100 points)</p>	

SALT LAKE COMMUNITY COLLEGE
Department of Social Work
SW 2940
SOCIAL WORK INTERNSHIP

Instructor: Mequette M. Sorensen, M.S.W., C.S.W.
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Course Description:

This internship/service-learning course is offered to social work students at the culmination of their coursework. The Social Work Internship/service-learning course and internship is designed to provide a more heightened learning experience with the addition of an experiential opportunity in the field of social work while simultaneously attending a weekly class/group process. This course and internship/service-learning experience will provide the student a two-fold opportunity to gain a heightened level of skills and knowledge through class instruction/group processing as well as an extended opportunity to gain a hands-on learning experience to observe, explore and experiment with social work constructs and models.

In addition the student will build relationships with professionals and gain confidence and experience that will enable them to secure employment in social work or qualify for the application requirements to a four-year BSW program. Lastly, the student will gain a heightened awareness of the power of “giving service” to others. This internship/service-learning opportunity will be the initial step towards a life-time journey of engagement with others and/or our community. As a social worker you will learn that service-learning has a symbiotic relationship with social work. Service –learning is our mode of education and providing services.

Learning Outcomes:

As an internship/service-learning course, the goals of SW 2940 is to provide the student an opportunity to continue in their learning of knowledge and effective skills in social work as well as an experiential opportunity to apply the theoretical constructs gained from the classroom(s) into practical experience in a Social Work/community environment. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

SW 2940 Learning Outcomes: At the end of this course students should be able to:

- Gain knowledge and understanding of the practical application of conceptual constructs and theoretical approaches with specific populations within a social service agency.
- Gain knowledge and understanding of the practical application of effective interventions with specific populations within a social service agency.
- Gain skills, knowledge and understanding of major components within the world of ethical social work professional practice.
- Gain administrative skills and an understanding of the inner workings (including but not limited to policy and procedures, staff meetings, clinical record keeping, follow-up visits, treatment plans) of a social service agency.

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

SW 2940 Learning Outcome: At the end of the course students should be able to:

- Acquire introductory abilities orally and in writing in the assessment of client's presenting problem and in the engagement in effective and appropriate problem solving within the Social Worker/Client relationship.
- Explore and process thoughts, ideas and reactions within the reflection journal writing assignments.
- Effectively communicate orally or in writing with the population served by the agency.
- Effectively communicate orally or in writing with fellow students, clients, administrators and staff.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

SW 2940 Learning Outcome: At the end of the course students should be able to:

- Demonstrate in writing and practically their assessment skills of the service delivery process of their internship placement.
- Demonstrate in writing their assessment skills pertaining to key social work concepts, applicable theories and effective intervention approaches in facilitating positive changes in their social service agency and the community at large.
- Demonstrate in writing their evaluation skills of effective intervention(s) modalities, skills and/or techniques.
- Demonstrate in writing their ability to identify areas of personal and professional growth by analyzing their experiences through weekly service-learning reflections.

SLCC Learning Outcome #5: Upon successful completion of any program, students should have developed the knowledge and skills to be civically engaged and/or engage in service-learning for community building in order to enhance their academic experience.

SW 2940 Learning Outcome: At the end of the course students should be able to:

- Demonstrate skills to engage competently in social work practice within a social service agency.

- Demonstrate knowledge of community-building concepts and the importance of social services as they relate to the promotion and maintenance of mental, physical, emotional, and spiritual health of the population served as well as the community at large.

Course Work:

The class will be conducted in an open discussion format facilitated by the internship instructor/director. **Thus, it is of the utmost importance that each chapter be read prior to the class.** Given the workshop style format each student will be responsible for creating, promoting and maintaining the group (class) process.

Attendance is vital in the course in order to process internship experiences, readiness, challenges and ethical dilemmas. The internship director/instructor will facilitate an open discussion and create an environment that will ensure the safe disclosure of thoughts, ideas, and personal opinions. It is of the utmost importance that each student commits to following our ethical parameters and honors our code of ethics in regards to confidentiality and privacy committing that no information learned through the course process will be shared outside of the classroom except regarding areas of their own personal internship with their internship supervisor.

The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation in the internship course is expected and crucial to your learning and worth 10 points.

Process for Placement:

At the beginning of the internship the student will meet with the internship director/instructor to identify an area of professional interest wherein the student can apply and observe applicable social work frameworks, theory, models and skills in a community partner agency. With the involvement of the student, the professor will identify a community partner agency and complete a preparatory phone call to secure the possibility of the internship. Interns will then set up an appointment for an interview with the selected community partner agency's internship supervisor to determine if the agency is a match with the skill set and experience of the student. Upon agreement, the internship supervisor and the student will organize a suitable schedule for both the agency and the student, followed by the completion of the internship/service-learning internship contract, identification of 6 goals and any other necessary paperwork.

Throughout the 300 internship/service-learning hours, the student will complete 5 reflection papers and may receive a site-visit and/or have an individual discussion with the internship instructor/director.

At the completion of 300 internship/service-learning hours, the student will have a termination/closure interview and submit the final paper accompanied with the required paperwork to the instructor for a final grade.

Course Requirements:

Attendance and Participation in Class – Regular attendance and participation in the weekly Social Work Internship course, guest speakers, site visits and group process.

Interviews with Social Work Internship Professor – Participation in various forms of interviews including but not limited to an initial interview and placement, site visit(s) at internship placement, individual discussions with internship instructor/director and termination and closure interview with internship instructor/director.

Student Contract with School – Continued commitment of the student contract including the requirement of confidentiality and professional communication with staff/professionals/clients within the social service agency will be reviewed again with the student and then signed by the student committing to compliance of the ethical and professional standards.

Student Contract with Community Partner Agency – Identification of new clinical and new administrative goals for the student will be completed **prior** to beginning practice and will be the emphasis of the direction of practice for the student.

Intern Performance Evaluation – Completion of the performance evaluation by the internship supervisor. This evaluation attests to the completion of the required 300 internship/service-learning hours and assesses the level of achievement of the pre-goals identified prior to the beginning of the internship. It also includes an evaluation of the performance of the intern including comments regarding the student's performance

Brokering Services Assignment – Completion of assignment measuring student's proficiency in identifying appropriate services to specific issues.

Student Self Evaluation – Completion of the self evaluation by the student following the completion of the 300 hours.

Completion of post test – Completion and submission of the post test following the 300 internship/service-learning hours.

Bi-Weekly Service-Learning Reflections – Completion and submission of five separate written responses to reflection prompts regarding the student's experiences as well as a summary of the reflections at the completion of the five reflection pieces.

The reflection summary should include emotional reactions, "big picture" questions pertaining to the US's ability to provide social services to the population, and thoughts about ways each intern personally made a difference in the community during their

internship. The 5 reflection pieces and summary will be completed throughout the internship/service-learning experience and submitted in the student's final packet.

*If you are interested in becoming a *Civically Engaged Scholar* and earning that recognition please see "Responsibilities of Civically Engaged Scholars" document attached to the last page of this syllabus and/or can also go to the Thayne Center's website at www.slcc.edu/thaynecenter.

8 Page Final Analysis – The completion of an 8 page final analysis to be completed at the completion of the 300 service hours. The final paper should include an overview of the agency's mission and service delivery system as well as an analysis of at least two separate cases observed at the agency. See Rubric at end of packet for specific points needing to be addressed as well as a complete point allocation. **Each analysis should include:**

- 1) A review of the case and an assessment of the behavior applying the HBSE model (the biopsychosocial perspective). This assessment must include examples of the skills, instruments and/or methodology used by the agency in assessing the client's presenting problem then, applied within the HBSE framework.
- 2) The intervention plans observed or instigated by the student while serving in the internship placement. The explanation of interventions used should include all background, research and the citing of all sources.
- 3) Identification of the theoretical orientation utilized at the internship agency (e.g. General Systems Theory, Cognitive and Behavioral Theory, Psychoanalytical Theory, Adlerian Theory, Existential Theory and Transpersonal Theory, etc). Include a definition of the theory and then, a description of its integration and application in the engagement, assessment, intervention and evaluation phase. Feel free to inquire from the internship supervisor regarding which theoretical orientation(s) are utilized in their services.
- 4) An evaluation of the intervention(s) used and an analysis of whether there is a need for further work.

IN ADDITION TO THE 8 PAGES:

- 5) A summary of the reflections regarding the experiences acquired throughout the course of the internship. This reflection summary should include emotional reactions, "big picture" questions pertaining to the US's ability to provide social services to the population, and thoughts about ways each intern personally made a difference in the community during their internship

The final grade will be dependent upon meeting all of the above requirements.

Other Useful Information:

Code of Conduct – The student is expected to follow the NASW Code of Ethics found at: <http://www.socialworkers.org/pubs/code/default.asp>

Final Grades – The final grade will be calculated based upon completion of 300 hours and according to earned total points. Points are earned based upon your 8 page final analysis as well as: 1) completion of the student contract; 2) the completion of the performance evaluation and 3) completion of the post test. In order to receive credit for the course in the semester in which the student registered the final paper must be submitted at the time of the semester deadline.

If the student is not able to complete the required 300 internship/service-learning hours within the semester deadline, an “I” may be optional if all attempts have been made to complete the 300 hours in the allotted period. In those rare situations wherein an “I” is given the parameters and deadlines are clearly understood through a binding commitment including a specified date of completion between the student and the internship director.

In the event of an “I” if the student doesn’t complete the 300 hours and the requirements of the course packet within *the specified date they’ve identified on the contract* the score of the final packet/assignments will result in a 10% deduction for late work.

Help – If any concerns arise about the internship, the internship director is accessible through the weekly course or via email at mequette.sorensen@slcc.edu .

Grading:

Class Attendance & Participation	10
Interviews	10
Student Contracts	5
Performance Evaluation	10
Brokering Services	10
Reflection Assignments (5)	20
Student Self Evaluation	10
Post Test	25
Final Analysis & Reflection Summary	<u>100</u>
	200

Grade Scale:

200 – 188	A	159 – 154	C+	125 – 120	D-
187 – 180	A-	153 – 146	C	119 and below	E
179 – 174	B+	145 – 140	C-		
173 – 166	B	139 – 134	D+		
165 – 160	B-	133 – 126	D		

Course Outline and Required Readings

Week 1: Introduction (Aug 26)

Review of course requirements, scheduling for placement interviews

Week 2: (Sept 2)

Holiday

Week 3: (Sept 9)

Placement Interviews

Week 4: (Sept 16)

Before You Embark on your Journey

Reading for Class – Text: In the Field

Introduction: Before you Embark on Your Journey

Week 5: (Sept 23)

Guest Speaker – Ellie Goldberg MSW/CSW former SW student at SLCC, Coordinator Sunnyvale Neighborhood Center for Refugee and Immigrants and internship supervisor

Week 6: (Sept 30)

Making the Leap from Theory to Real Life

Reading for Class – Text: In the Field

Chapter 1

Week 7: (Oct 7)

Beginning at the Beginning

Reading for Class – Text: In the Field

Chapter 3

Week 8: (Oct 14) Guest Speaker – NASW Representative Ethics

Reading for Class – Text: In the Field

Chapter 2

Week 9: (Oct 21)

Staying the Course***Be prepared to discuss and/or bring assessments used in your placements

Reading for Class – Text: In the Field

Chapter 4

Week 11: (Oct 28)

Site Visit/Guest Speakers

Week 12: (Nov 4)

Navigating the Hazards

Reading for Class – Text: In the Field

Chapter 5

Week 13: (Nov 11)

Saying Good-bye

Reading for Class – Text: In the Field

Chapter 6

Week 14: (Nov 18)

Termination/Closure Interviews – Placement Interviews

Week 15: (Nov 25)

Termination/Closure Interviews – Placement Interviews

Week 16: (Dec 2)

Final Paper Due

SALT LAKE COMMUNITY COLLEGE
BEHAVIORAL AND SOCIAL SCIENCE
SOCIAL WORK 2940
STUDENT CONTRACT

Student _____ Semester _____ Year _____

S# _____

I understand the importance of confidentiality within my internship and my Social Work Internship 2940 course. I realize that any information about another student's experiences in their internships must be kept confidential and not shared outside of the Social Work Internship 2940 classroom. I also recognize the importance of not using identifiers such as exact names if and when speaking about a situation within my internship with students and the instructor in my Social Work Internship 2940 course. I will comply with confidentiality and privacy as described by our Code of Ethics. *See Code.*

Student's Name

If problems or issues arise within my placement, I will demonstrate professional Social Work behavior and discuss the issue directly with the person. If the issue continues despite my direct communication, I will request for the intervention of the SW Professor.

Student's Name

SALT LAKE COMMUNITY COLLEGE
BEHAVIORAL AND SOCIAL SCIENCES
SOCIAL WORK 2940
STUDENT CONTRACT

Student _____ Semester _____ Year _____

Identify three clinical goals for the student to achieve during the semester:

- 1.
- 2.
- 3.

Identify three administrative goals for the student to achieve during the semester:

- 1.
- 2.
- 3.

Student Signature _____ Supervisor Signature _____

Date _____

Date _____

SALT COMMUNITY COLLEGE
BEHAVIORAL AND SOCIAL SCIENCE
SOCIAL WORK
SOCIAL WORK INTERNSHIP
INTERN PERFORMANCE EVALUATION
SOCIAL WORK 2940

Student: _____

Agency: _____ Supervisor _____

Person completing and reviewing evaluation: _____

Second Year Internship: 300 internship/service-learning hours required

Hours completed during semester:

Did the student participate in the negotiation of his/her goals within the agency? (1 = needs work and 5= excellent)

Comments: 1 2 3 4 5

Was the student able to accomplish his/her goals within the agency?

Comments: 1 2 3 4 5

Was the student able to understand and comply with agency policies?

Comments: 1 2 3 4 5

How did the student relate to clients, staff, clinicians and administrators?
Comments: 1 2 3 4 5

Was the student able to attend and participate in staff meetings?
Comments: 1 2 3 4 5

Was the student assigned cases?
Comments: 1 2 3 4 5

Was the student able to perform assigned responsibilities?
Comments: 1 2 3 4 5

Was the student able to practice the multi-skilled Social Work model within the agency?
Comments: 1 2 3 4 5

Rate the overall performance of the student during their internship/service-learning internship.
Comments: 1 2 3 4 5

SOCIAL WORK DEPARTMENT

**STUDENT SELF EVALUATION
SOCIAL WORK 2940**

Student: _____

Degree: (AS or AA), did you complete an ETHS course for your DV requirement and if so please identify which one (African American, Asian American, Mexican American or Native American)?

1. Did you acquire beginning abilities in the assessment of problems and the use of some effective and appropriate problem solving for the specific population that you were working with at your internship placement?
1 2 3 4 5
2. Did you learn how to obtain available community services for the specific population served in your agency?
1 2 3 4 5
3. Did you interview with a working professional for your internship placement in the community partner agency/organization you were placed in before you began your internship?
1 2 3 4 5
4. Were you able to adequately demonstrate competency in your knowledge of Social Work within the agency in which you completed your internship?
1 2 3 4 5
5. Did you gain an understanding of administrative duties (including but not limited to the agency's policy and procedures, staff meetings, in service trainings, record keeping, follow-up visits, treatment plans) within the social service agency?
1 2 3 4 5
6. How valuable did you find this experience in understanding the practical application of Social Work practices?
1 2 3 4 5

**SOCIAL WORK DEPARTMENT
BROKERING SERVICES ASSIGNMENT**

SOCIAL WORK 2940

Student: _____

Mary Jones is eight years old and in second grade at Public School 43 in Megaville, California. Mary comes to school in dirty clothes, without a school lunch and often falls asleep at her desk. She is behind in basic math and reading skills and has trouble seeing writing on the board. Your supervisor has asked you to make a home visit to Mary's mother, Johanna, to assess what needs Mary has and whether services need to be provided to the family. When you call Mrs. Jones in the afternoon, it sounds like you have awakened her. You identify yourself as a social work student at PS 43 and ask if you could come out to the house to talk about Mary. Mrs. Jones asks if Mary is causing trouble again and you reply, "No, we've just noticed that she is somewhat behind in her reading and math skills and thought it would be good to visit with you about how to see that she does well in school."

Mrs. Jones suggests that you come by the next day about 2:00 PM, and you agree to that appointment. The apartment is in the basement of an old 8plex. Many of the buildings surrounding the 8plex are boarded up and uninhabited. When you knock on the door, there is no answer. You knock again and finally you hear Mrs. Jones say, "I'm coming." Mrs. Jones appears at the door in a bathrobe tied tightly around her waist looking as though she just awoke from sleep. It has several stains on it and holes that look like cigarette burns. She asks who you are and you say, "I'm Sara Barnes from the school. We made an appointment for today?" "Oh, yah, come in. I guess I forgot. I have to work graveyards as a custodian at the hospital. Sorry about the mess. We just moved in about a month ago and I haven't unpacked much". Mrs. Jones opens the door and invites you in.

Using assessment skills gained through your Social Work education address the following:

- 1) Discuss 3 separate issues in this case that warrant a concern or need.
- 2) Utilize problem solving techniques to identify an effective intervention, agency and/or service for each of the 3 areas identified above.
- 3) Explain ideas for further work from a social worker regarding this case.

SOCIAL WORK DEPARTMENT
Reflection Journal Assignments

SOCIAL WORK 2940

Student: _____

Reflection Assignments:

Each 5 journal submission is 1-2 pages and worth 20 points (4 points each).

Reflection and processing one's thoughts, reactions and feelings is a fundamental component of service-learning. Through this course you are required to reflect upon these ideas and articulate your thoughts into words within your reflection assignments. Students will be provided questions/prompts in order to facilitate your thought processes and complete the reflection assignment.

Some of the questions/prompts that should be considered include:

- Did you see social injustice today? Describe your immediate reaction to it. Feel free to utilize any terms, vocabulary and/or reactions that truly describe your feeling.
- What did you see today that evoked an emotional response? Describe the emotion. Were you able to utilize your boundaries and continue to practice ethically?
- Explain your contribution to the agency and describe whether you feel you are making a difference in the agency, the clientele, the community and/or the world.
- Do you believe you are adequately trained to complete the tasks you've been given at the agency? Are you surprised that social work is much more complex than you ever realized? Discuss which areas resulted in the most complexity?
- Summarize what you have learned most about yourself through this experience with your internship agency/community partnership?
- Describe the best parts and worst parts of your service to this population.
- Have you felt any counter-transference with a client? Recognize it, identify it and explain what you did and explore what you'll do with it.
- Discuss an experience you had wherein you made a judgment (either verbally or non-verbally) about a client's decision, lifestyle and/or personal choice. Describe what steps you took when you realized your position and possible response to the client was value-laden.

POST TEST

Introduction to Social Work

1. Which of the following programs is referred to as "social security" by the general public and is designed to partially replace income lost when a worker retires or becomes disabled:
 - a. Old Age, Survivors, Disability, and Health Insurance
 - b. Unemployment Insurance
 - c. Workers' Compensation Insurance
 - d. Supplemental Security Income
 - e. General Assistance

2. The sociological risks of teenage parenthood include:
 - a. Economic dependency
 - b. Interruption of and/or dropping out of educational programs
 - c. Inability to consistently meet the role requirements of parenthood while also meeting those of being a teenager
 - d. All of the above
 - e. A and C

3. Group therapy has which of the following advantages over individual therapy:
 - a. Allows for the helper therapy principle to operate
 - b. Helps members put their problems into perspective by helping them to realize that others have problems as serious as theirs
 - c. Allows the therapist to save time by treating more than one person at a time
 - d. All of the above

Human Behavior in the Social Environment

4. For Freud personality is formed by:
 - a. 2 years of age
 - b. Age 13 in males and 12 in females
 - c. At birth
 - d. The age of 5 or 6
 - e. At the time of death

5. Kubler-Ross's theoretical framework of reactions to a loss include all of the following reactions *except*:
 - a. Rage and anger
 - b. Depression
 - c. Shame
 - d. Bargaining
 - e. Denial

6. Which of the following statements best describes preschool motor development?
 - a. High energy with gross motor skills outpacing fine motor skills
 - b. High energy level with fine motor skills outpacing gross motor skills
 - c. Low energy level with gross motor skills outpacing fine motor skills
 - d. Low energy level with fine motor skills outpacing gross motor skills

Social Policy

7. Jane Addams is an important progressive as she was:
 - a. The first woman to hold office
 - b. A pioneer in the field of social work
 - c. The first woman to vote

8. The major social welfare program to emerge from the New Deal was:
 - a. National Health Care
 - b. Medicare
 - c. Social Security
 - d. TANF

9. The Aid to Families with Dependent Children Program (AFDC) was replaced by the Temporary Assistance for Needy Families (TANF)
 - a. True
 - b. False

Group Therapy

10. Which of the following is considered an advantage of the co-leadership model?
 - a. Leader burnout can be reduced.
 - b. If one leader must be absent, the group can proceed with the other leader.
 - c. Countertransference can be more easily recognized and dealt with.
 - d. All of the above

11. Which of the following is *not* a typical feeling or behavior of members who are in the initial stages of their group's progress?
 - a. anxiety
 - b. a high degree of cohesiveness
 - c. hostility
 - d. boredom
 - e. tension

12. The therapeutic factor in groups that involves a willingness to specify desired modifications of one's behavior is:
- power
 - intimacy
 - willingness to risk and trust
 - hope
 - commitment to change

Ethics

13. The Ethical Principles Screen, the guide for rank-ordering ethical principles states as the highest-order principle:
- Protection of life
 - Quality of life
 - Privacy and confidentiality
 - Least harm
14. The National Association of Social Workers states that "social workers may engage in sexual activities or sexual contact with current clients"
- if such contact is consensual
 - if the therapeutic relationship has existed for over one year
 - should occur under no circumstances
 - if the client is a consenting adult
15. Unethical behavior is
- knowing a colleague is an alcoholic and is berating some clients
 - sharing confidential information about a colleague with other colleagues
 - having sexual relations with a client or supervisee
 - all of the above

Drug and Alcohol

16. Psychological dependence is
- a state wherein a person cannot stop taking the drug without suffering from withdrawal
 - the user has a profound emotional or mental need for the repetitive use of the drug
 - when an individual requires increasingly larger doses to achieve the optimal effect
 - physical symptoms resulting from stopping the use of a drug
 - none of the above
17. The four basic stages of a formal intervention with someone who has an alcohol/drug problem
- interview, family discussion, intervention and research
 - introduction, family therapy, intervention and evaluation
 - assessment, pre-intervention, intervention and post-intervention
 - intervention, family intervention, group therapy and discussion
 - none of the above

18. Define co-occurring disorder
 - a. symptomatic of a dependency with several different chemicals
 - b. describe the condition of having both a psychiatric diagnosis and a chemical dependency diagnosis
 - c. an episode of major depression lasting from 6 – 12 months
 - d. depressed with symptoms of poor appetite or overeating, insomnia or hypersomnia, low energy or fatigue

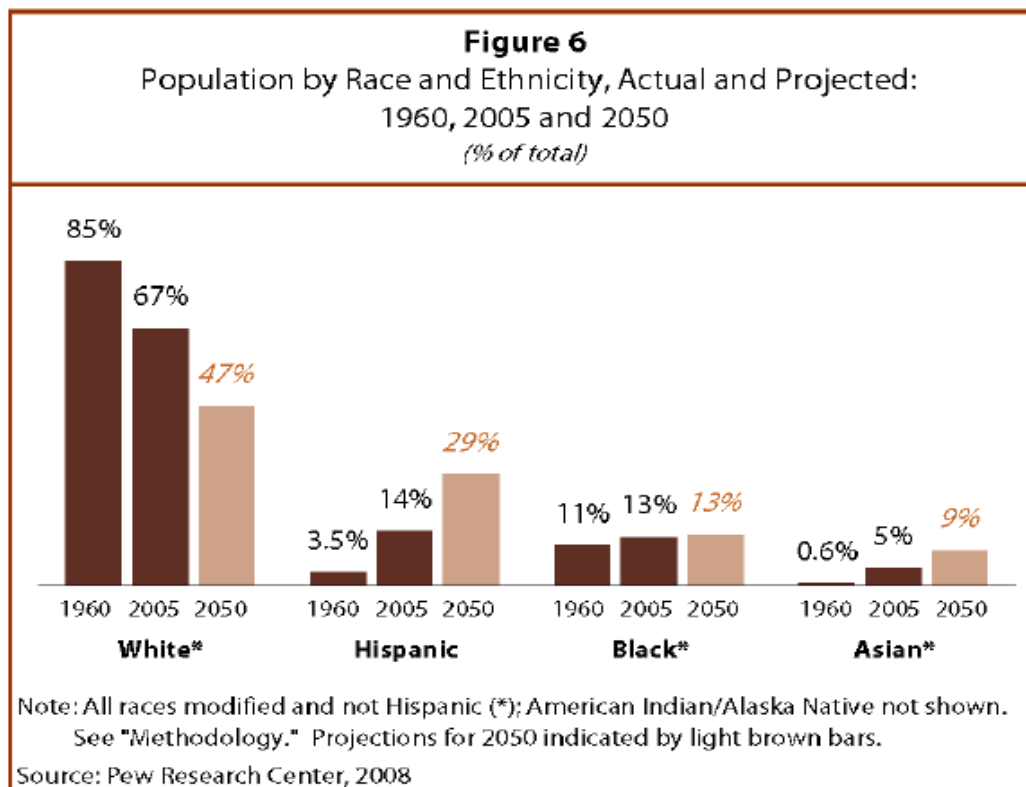
Mental Health

19. The basis for classifying mental disorders in psychiatry is contained in:
 - a. the Text for the Mentally Disturbed
 - b. the Manual for Mental Disorders Diagnosis
 - c. the Diagnostic and Statistical Manual of Mental Disorders
 - d. Treatment for the Mentally Ill
 - e. None of the above
20. Schizophrenia:
 - a. is another term for multiple personality
 - b. anxiety disorder with symptoms of perspiration, shortness of breath, rapid heart rate or cold hands or feet
 - c. disturbance in mood, thinking and behavior with distortion of reality including delusions and hallucinations
 - d. impulsive, unpredictable, risking even physical injury, bouts of sexual promiscuity
21. The highest prevalence of mental disorders generally are found among people
 - a. in the twenty-five to thirty-four-year old group
 - b. are more common in males than females
 - c. in the adolescent stage (thirteen to twenty-one year old)
 - d. the aging population
 - e. none of the above

Data Interpretation:

Interpret the following data and discuss your understanding.

22. Interpret the graph below and identify 3 separate things (patterns, growth, decreases, etc.) that you comprehend from the graph.



23. Interpret the data below and identify 3 separate things (patterns, growth, decreases, differences amongst geographical regions, etc.) that you comprehend from the data.

Teen Birth Rates
Birth Rates per 1,000 females 15-19

2006 Prelim Data	2006 Data	Data gathered from a span of 2004-2006					
U.S.	Utah	Rose Park	Glendale	Ogden	South Salt Lake	Midvale	
41.9	35.7	92.4	82.0	81.0	81.0	61.8	

SCORE _____

Responsibilities of Civically Engaged Scholars

SELECT YOUR TRACK:

Choose one of the four tracks: Academic Service-Learning, Community Building, Engaged Leadership, or Engaged Department. Then, fill out a Civically Engaged Scholar application. For help understanding the requirements of each track, please contact Lisa Walz at Lisa.Walz@slcc.edu.

ACADEMIC SERVICE-LEARNING TRACK

- ❖ Complete 150 hours of service with your chosen nonprofit community partner(s)
- ❖ Turn in monthly service logs and reflections documenting your service
- ❖ Participate in monthly CES meetings and an end-of-the-semester presentation
- ❖ Take two 3-credit designated service-learning classes in any discipline
- ❖ Take LE 2920, "Developing the Civically Engaged Leader"
- ❖ Maintain a 3.0 cumulative GPA
- ❖ Post sample reflections and select service experiences on the Learning Outside the Classroom tab of your SLCC General Education ePortfolio

COMMUNITY BUILDING TRACK

- ❖ Complete 300 hours of service with your chosen nonprofit community partner(s)
- ❖ Turn in monthly service logs and reflections documenting your service
- ❖ Participate in monthly CES meetings and an end-of-the-semester presentation
- ❖ Take one 3-credit designated service-learning class in any discipline
- ❖ Take LE 2920, "Developing the Civically Engaged Leader"
- ❖ Maintain a 3.0 cumulative GPA
- ❖ Post sample reflections and select service experiences on the Learning Outside the Classroom tab of your SLCC General Education ePortfolio

ENGAGED LEADERSHIP TRACK

- ❖ Complete 150 hours of service with your chosen nonprofit community partner(s)
- ❖ Complete 150 hours of leadership experience (Executive Council, club officer, LeaderShape, nonprofit Board of Directors, church committee chair, etc.)
- ❖ Turn in monthly service logs and reflections documenting your service
- ❖ Participate in monthly CES meetings and an end-of-the-semester presentation
- ❖ Take one 3-credit designated service-learning class in any discipline
- ❖ Take LE 2920, "Developing the Civically Engaged Leader" and LE 2950, "Developing Strengths Based Leadership"
- ❖ Maintain a 3.0 cumulative GPA
- ❖ Post sample reflections and select service experiences on the Learning Outside the Classroom tab of your SLCC General Education ePortfolio

ENGAGED DEPARTMENT TRACK

- ❖ Must be enrolled in a program that is an Engaged Department – currently, the Occupational Therapy Assistant program is SLCC's only Engaged Department
- ❖ Requirements vary by department

SELECT A COMMUNITY PARTNER SITE:

Your service must address a community need identified by a nonprofit organization or social/human services agency. Research local organizations and find **one (1)** community partner to work with while completing the requirements of the CES program. You will serve with this partner for the duration of your service hours. If for some reason you can't complete all your hours with this organization, you may choose another community partner; but we encourage you to keep the number of partners to as few as possible. By staying active with the same organization, you will better understand the issues your community partner is working to address. You will enhance your learning and develop a deep awareness of the social problems addressed by the organization.

MONTHLY SERVICE LOGS:

Monthly service logs are used to document the hours served with your nonprofit community partner. These logs will be due on the 5th of each month. Please turn in your service logs to the Thayne Center for Service & Learning, Taylorsville Redwood Campus, Student Center 020, scan and email to Lisa.Walz@slcc.edu, or fax them to 801-957-5050. The service log template will be housed on the Thayne Center's website. You may print as many copies as you need. A link to the document will be sent to you each month.

REFLECTION:

A space for reflection is included on each monthly service log. You need to describe what you did that month and, most importantly, what you learned from your service. At the end of each semester, all Civically Engaged Scholars must share a reflection with each other. You may present your reflection in any form, including the following: PowerPoint, drawing, writing, sculpting, song writing, photography, or any other creative expression. Whichever form you choose, it must illustrate what you have learned. You may also relate your service to a song, a photograph, or a film and explain why it is related to your learning. You will receive an email regarding the dates for the end of the semester reflection presentation.

RECOGNITION:

As a graduate of the Civically Engaged Scholar program, you will be recognized in the following ways:

- A *Civically Engaged Scholar* distinction noted on your official SLCC transcripts
- Royal blue cords of distinction worn at Commencement
- Acknowledgement in the Commencement program and seating in the President's Party
- A certificate of achievement and recognition at the Thayne Center Annual Celebration of Service & Learning



Signature Assignment Rubric Template for Social Work

Criteria	Well Below Expectations 10	Below Expectations 11	Meets Expectations 12	Exceeds Expectations 13
<i>Interpretation</i>				
Clarifying and understanding the objectives of the assessment.	The student did not address the objectives for the final analysis of the capstone course.	The student attempts to address some of the objectives for the final analysis of the capstone course.	The student adequately addresses the objectives for the final analysis of the capstone course.	The student is highly responsive to the objectives of the writing assignment & <i>fully</i> demonstrates an understanding of the objectives of final analysis.
<i>Analysis</i>				
Categorization	Does not identify any of the key issues that would enable them to examine the presenting problem(s).	Lists the key issues but doesn't examine in depth the presenting problem(s).	Categorizes and describes in some depth the key issues surrounding the presenting problem(s).	Explores meaningful variables that explain and facilitate meaning surrounding the presenting problem(s).
Examining and exploring the case through theoretical lenses	Does not identify any theoretical approach to understand how and why to intervene in the case.	Identifies the theoretical approach but doesn't offer any description of the approach.	Describes the theoretical approach used in the intervention.	Explores the theoretical approach describing how & why its integration was used in the interventions used in the case.
<i>Evaluation</i>				
Application of criteria (biopsychosocial framework hereafter, HBSE) in understanding human behavior .	Did not utilize the HBSE framework in understanding the behaviors, attitudes and thoughts of the client(s).	States the HBSE framework but offers little explanation of its application in understanding the client(s).	Explains the HBSE framework as it applies to the behaviors, attitudes and thoughts of the client(s).	Integrates the HBSE framework into examination of behaviors, attitudes and thoughts of the client(s).
<i>Inference</i>				
Decision Making	Offers one presenting problem.	Identifies a few presenting problems but offers no probable	Considers several presenting problems recognizing that the human	Discovers the presenting problems may be a result of many alternative

Decision Making Cont'	Offers the selected intervention without determining the reasons for its selection or value of its effectiveness	explanation for identification of the presenting problem. Identifies the selected intervention and probable reasons for its implementation.	response is dynamic and explanations are complex. Distinguishes between probable and improbable reasons for the selection of interventions.	reasons & examines several probable explanations . Explains why certain interventions were valued and/or selected with the case and others that wouldn't have been effective.
<i>Metacognition</i>				
Reflect upon need for further work or areas of need not addressed.	Overlooks or does not reflect upon areas in need that were not addressed or needing to be addressed further in the future.	Mentions some thoughts or beliefs about a few areas needing further work.	Describes ideas in addressing areas in the future.	Examines areas fully and explores possible additional interventions for the future.

Summary of points for Final Analysis _____

Summary of Reflection Pieces _____

Total _____