Program Review Update
Campbellsville University
December 2017

The following are the results of the reviews by the Division of Educator Preparation, various Content Area Program Reviewers, and the Reading Committee of the following programs submitted by Campbellsville University. **All concerns noted in this Program Review Update must be addressed in writing and cleared before the programs will be forwarded to the Education Professional Standards Board for consideration.**

SCHOOL SOCIAL WORKER

1)   The courses spreadsheet does not identify the SPA standards that are aligned with the four courses.

Rectified: Program Review Courses and the SSW SPA Alignment have been revised.

The MSW Program has made revisions in all of the SSW courses. In addition to content revision, the course numbers for the Field Education courses, since the original application was submitted for the school social work specialty, have changed. The former SWK 616-619 Advanced Practicum courses have condensed to two continuous courses spread over an academic year (two semesters); thus, SWK 616 & 617 (each 8-week courses) are now SWK 610: Advanced Practicum I (one 16 week course). The former SWK 618 & 619 (each 8-week courses) are now SWK 611: Advanced Practicum II (one 16 week course). The content has slight modification, as does the evaluation rubric. The Program Review Course Sheet and the SPA standards are aligned with the course numbers, SED 503, SWK 626, SWK 686, and the updated field (SWK 610 & 611) to the respective SPA standards. See Appendix A and A1.

2)   The exit requirements identified on the curriculum contract do not include the required MSW degree.

This has been rectified. See Appendix B.

3)   The provided syllabi do not demonstrate that the practicum experiences are completed in a school system under the supervisor of a school social worker.

The MSW Program uses the same Field internship/practicum syllabus for specialty programs as it does for the Advanced Generalist. Students seeking the school social work specialty conduct field in a school setting under the supervision of a school social worker.

The differentiation of the SSW specialty practicum is described in the MSW Program and Field Handbooks. Those seeking the school social work specialty and the possibility of becoming certified as a School Social Worker must conduct a minimum of 450 clock hours in a school setting under the supervision of a school social worker. The MSW Handbook and The MSW Field Manual convey instructions specific to the School Social Work specialty as stated following:

MSW Handbook

The Carver School of Social Work offers a curriculum specialty in school social work. Students pursuing this specialty take two courses, in addition to those required in the Advanced Generalist curriculum and complete 450 clock hours of field requirements in a school system under the supervision/instruction of a School Social Worker. In addition to the CSWE competencies and practice behaviors acquired within the advanced generalist coursework this specialty includes training to meet the National Association of Social Workers (NASW) Standards. As such, preparation occurs through assessing, planning, intervening, resolving, and assessing child, family and academic situations found within the primary and secondary school setting. The Carver School of Social Work collaborates with the School of Education to provide and assess coursework approved by the Kentucky Department of Education.

Primary Objectives of the School Social Work Specialty are to:

- *Guide ethical decision-making within the framework of the NASW Code of Ethics, while understanding the unique aspects of school social work practice and improve student social, emotional, behavioral, and academic outcomes.*

- *Prepare School Social Workers to identify, address and advocate the legal complexities, education mandates, education policies, cross-cultural interventions and social support services complimentary to the resolution of student and school needs.*
- *Confer an MSW diploma with a certificate/specialty in School Social Work that is approved by the Kentucky Department of Education.*

Field Handbook

MSW students may seek a specialty focus in School Social Work. This requires three specific courses (SED 503, SWK 626. and SWK 686) and 450 clock hours of field placement within a school system, under the supervision of a School Social Worker while enrolled in the SWK 610/611 Field Education courses. In pursuit of this specialty students must conduct their field placement in a school system under the instruction/supervision of a School Social Worker. This option applies only to Kentucky preparation.

4)   The syllabi for the SWK 616-619 do not provide sufficient evidence of the integration and assessment of the School Social Worker standards. Syllabi appear to demonstrate practice in clinical settings where there is an emphasis on intervention practices and theories that assume the child, rather than the environment, requires intervention. Is there any connection to the national SSW practice model or another model that defines the role of the SSW which would be helpful to candidates in understanding their role?

The SWK 610/SWK 611 syllabi meet first and foremost the advanced generalist and CSWE core competencies and practice behaviors. This is necessary for national social work accreditation by the Council on Social Work Education. However, the CSWE competencies and practice behaviors integrate and align with the NASW Standards as shown in Appendix C of this response. Appendix C is a chart correlating the CSWE competencies and practice behaviors, the NASW Standards and the School Social Work specialty course in which the academic preparation occurs. Appendix E is the Field Learning Agreement. This attachment provides the various competencies, practice behaviors and activities used to evaluate the student's achievement during and concluding their Practicum. The program, since original submission to the Educational Standards Board has changed program outcomes from a self-efficacy survey to KEY assignments. The KEY assignments are in every required course in the advanced standing program and in the SSW specialty. In addition to the Field Practicum Mid and final evaluation, these KEY assignments are used to evaluate the student's ability to convey knowledge and/or demonstrate skills indicative of a master's level social worker and a master's level school social worker. The KA assessment system is presented in Appendix D. Each KA is evaluated using a KA rubric. The rubric, using a five-point scale, provides a grade on the KA for the student, informing the student of their assessed knowledge or ability, and the score provides the program an outcome on the programs ability to prepare graduates with the knowledge and skills correlating to MSW competencies, practice behaviors and NASW standards. Additional information is needed to better demonstrate how candidate assignments are linked to the School Social Worker standards.

See Appendix C: Correlation Chart of NASW Standards and CSWE Competencies and Practice Behaviors

5)   While the NASW SSW standards are listed in each of the syllabi, they are not linked to the instructional plan for the courses.
Each syllabi provides a linkage of the competencies with the course instructional activities, weekly assignments and course KA. See syllabi at the end of appendices

6)   The assignments identified on the syllabi do not include sufficient detail to demonstrate

alignment with the standards or relevance and rigor relating to the SSW.

Each syllabus includes the CSWE competencies and practice behaviors. The specified SSW course includes the competencies and practice behaviors that are linked to the NASW standards. The MSW Handbook, once this specialty is approved by the Kentucky Department of Education, will include the NASW Standards and the correlating alignment chart. Updated syllabi are provided with this response as is an updated SPA alignment chart. See syllabi at the end of the appendices.

7)   It is unclear whether the practicum experiences include communication/meetings with between the practicum instructor, the candidate, and the field supervisor.

Once this program is approved, revisions will be made to the MSW Handbook, program application and MSW Field Handbook that include instructions about placement in a school setting when identifying interest in pursuing the additional requirements for the SSW specialty. The instructions currently used for the Advanced Standing MSW program year are located on pages 7 & 8 of the Field Handbook. Statements about the SSW specialty option will be added once approval by Kentucky Department of Education is granted.

8)   Syllabi for the practicum experiences do not provide sufficient evidence of the link between candidate's practical experiences and the practicum experiences.

MSW students may seek a specialty in School Social Work. This requires three specific courses (SED 503, SWK 626. and SWK 686) and 450 clock hours of field placement within a school system, under the supervision of a School Social Worker while enrolled in the SWK 610/611 Field Education courses. In pursuit of this specialty students must conduct their 450-hour field placement in a school system under the instruction/supervision of a School Social Worker. This option applies only to Kentucky preparation. The program has a list of certified social workers from which the student may gain experience if the program criteria is met. This list was provided by the Kentucky state licensure division.

9)   Additional information is needed to describe SW 626. There is insufficient evidence of the rigor of the assignments or if the assignments are linked to standards and provide candidates with practical, applicable experiences.

The SWK 626 syllabus has been revised to include the competencies and standards, along with the course KEY assignment. The online course has numerous activities that prepare students to work in a family resource environment and serve as school social worker. See revisions after appendix.

10)   Additional information is needed to describe how the program prepares candidates to address diversity.

Excerpt from MSW Self Study (2015 copy). *The MSW program uses guest speakers from different cultural backgrounds in course dissemination. The MSW program provides international experiences for students and often houses students in the homes of the host country to further the students' immersion experience.*

The student body of the advanced standing MSW program fall 2018, is as follows:

The program consists of 245 advanced standing students. Gender in the MSW program is 224 females and 21 males.

Diversity of race:

203 White

34 African American

6 Hispanic

1 American Indian/Native Alaskan

1 Unknown

Diversity of age:

78 – under 25

94 – 25-34

44 – 35-44

29 – 45 or older

The Caver School employs male and female faculty; two faculty are minority. The MSW Program seeks and gives minority preference in hiring qualified doctoral level faculty.

The MSW program has elective courses that provide immersion and/or mission experiences in Eastern Kentucky, New Orleans, Ireland, Belize, Costa Rica, Thailand and Europe. Some of the educational experiences provide students home-stays in native family homes and all courses include reflection pieces to broaden cultural competency.

The institution provides disability services to all qualifying students. Faculty and staff provide ADA accommodations in course requirements and encourage students with disabilities to apply. All online courses are ADA compliant.

Field placements provide multiple opportunities for cultural exploration. The field seminar is a venue for discussion and personal growth, opening discussion and engagement with people of difference. The MSW field liaisons include males, females, persons of color, differing social and economic standing, differing religious affiliation, LGBTQ orientation and marital situation/status.

Core and elective courses include content in diversity. Guest speakers (diverse in race, ethnicity, social and economic situation, ability, etc.), vignettes, clinical vignettes, international and domestic travel (Belize, Costa Rica, Appalachia, Ireland, Pine Ridge Reservation) and cultural immersion experiences (Belize and Ireland) are used to broaden the students understanding of working with difference. Field placements with minority individuals and groups are available and provided to students.

The program will continue to search out opportunities to broaden the world view of students by providing more diverse interactions and opportunities that build cultural competent practitioners.

Excerpted from MSW Handbook:

CSWE Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers at the advanced level:

e. Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.

CSWE Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers at the advanced level

d. Demonstrate leadership skills that advance human rights and social and economic justice globally.

11) Additional information is needed to identify and describe the field/clinical partnerships for this program.

Field clinical partnerships are with K-12 academic institutions who have a School Social Worker on premises. The social worker has a minimum of two years of experience as a practicing master's level social worker.

1. To be added to the MSW Handbook once program approved by state
The Carver School of Social Work offers a curriculum specialty in school social work. Students pursuing this specialty take two courses, in addition to those required in the Advanced Generalist curriculum and they must complete 450 clock hours of field requirements in a school system under the supervision/instruction of a School Social Worker. Only schools with a qualified (2 year experienced) school social workers will be approved.

In addition to the CSWE competencies and practice behaviors acquired within the MSW coursework the SSW specialty includes training that meets the National Association of Social Workers (NASW) Standards. As such, preparation occurs through assessing,

planning, intervening, resolving, and assessing child, family and academic situations found within the primary and secondary school setting. The Carver School of Social Work collaborates with the School of Education to provide and assess coursework approved by the Kentucky Department of Education.

Primary Objectives of the School Social Work Specialty are to:

- *Guide ethical decision-making within the framework of the NASW Code of Ethics, while understanding the unique aspects of school social work practice and improve student social, emotional, behavioral, and academic outcomes.*
- *Prepare School Social Workers to identify, address and advocate the legal complexities, education mandates, education policies, cross-cultural interventions and social support services complimentary to the resolution of student and school needs.*
- *Confer an MSW diploma with a certificate/specialty in School Social Work that is approved by the Kentucky Department of Education.*

2. Field Handbook
MSW students may seek a specialty in School Social Work. This requires three specific courses (SED 503, SWK 626. and SWK 686) and 450 clock hours of field placement within a school system, under the supervision of a School Social Worker while enrolled in the SWK 610/611 Field Education courses. In pursuit of this specialty students must conduct their field placement in a school system under the instruction/supervision of a School Social Worker. This option applies only to Kentucky preparation.

3. The MSW Program Application
Identified on the MSW Program Application is the applicant's intent to pursue the Advanced Generalist or the Clinical Track. In addition, the MSW applicant will declare their interest to pursue an additional specialty in School Social Work with additional course options required. This application will be edited to include stipulations once the specialty is approved by the Kentucky Department of Education.

*Please note that the School Social Work program is no longer using the Self-Efficacy Survey as a measurement instrument. The new instrument is a KEY Assignment Rubric that is present in every course in the MSW curriculum, including this School Social Worker Specialty option. The rubrics for each key assignment are presented at the end of the respective course syllabus.

Course Code Prefix & Number	Program Category one or more	Program Code(s) each code depends on the Category	Course Title	Course Credit Hours	Restricted Course Y / N	URL Link to Course Syllabus	Course Description	Clinical Experience Field Hours	CAEP (optional)	CAEP Theme Diversity YES/NO	CAEP Theme Technology YES/NO	SPA Standards Aligned (determined by category)
SWK 616-619 Revised course numbers to 610-611	Master in Social Work: School Social Work Certification	KSW	Field Practicum	3	N	URL Link	Field Education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced generalist practice social work program competencies and corresponding practice behaviors. Students will have the opportunity to integrate social work knowledge, ethics, and skills in a social work practice environment under the supervision of an MSW level social worker. The two courses require completion of 225 hours of field	450	N/A	yes	yes	NASW Standards 1-11

								==education each at an approved practicum setting== that meets the criteria for social work field education as stated by the Council on Social Work Education.				
SWK 626	Master in Social Work: School Social Work Certification	KSW	Advanced Practice with Children and Families	3	N	URL Link	Theories, methods, and techniques of intervention with children and families are the focus of this course. Emphasis is placed on a multidimensional view of intervention with children and family systems, giving attention to the social development of the family along with cognitive, behavioral, organic, educational, and environmental issues. Coordination of services with agencies, treatment and assessment instruments with this population are	N/A	N/A	yes	yes	==NASW Standards 1, 3, 4, 5, 6, 7, 8, 9, 10, 11==

							introduced and utilized within this course.					
SWK 686	Master in Social Work: School Social Work Certification	KSW	Social Work in the School Setting	**3**	N	URL Link	This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting. Emphasis is placed on educational mandates, family-centered services/practice, cross-cultural practices, and collaboration with the child welfare system, crisis	1	N/A	yes	yes	NASW Standards 1 -11

								intervention, group planning, attendance, bullying /harassment, and developing interventions for the desired school community.				
SED 503	Master in Social Work: School Social Work Certification	KSW	Introduction to Special Education	3	N	URL Link	This course will provide information and knowledge regarding models, theorists, and philosophies that form the basis of special education. The family systems and the role of families in the education process will be studied with specific emphasis on culturally diverse groups. Issues related to due process will be addressed within a continuum of services. A primary research project will be conducted regarding the	20	1	yes	yes	<mark>NASW Standards 1, 2, 3, 4, 5, 6, 8, 9, 10, 11</mark>

						variations in beliefs and values across cultures and their effects on relationships among individuals with exceptional learning needs.					

Description (New Standards need to be adopted at EPSB) NASW Standards		Courses/Experiences
Standard 1. Ethics and Values School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Interpretation: School social workers shall demonstrate core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. In addition, school social workers shall adhere to the professional ethical responsibilities delineated in the NASW Code of Ethics.

School social workers shall have knowledge of and comply with local, state, and federal mandates related to informed consent, privacy and confidentiality, and access to | Advanced Competency and Practice Behavior CSWE 1.1, 1.2, 1.3, 1.4 | **SED 503 Introduction to Special Education** Philosophy of Education Paper (KTS 9) Write a two-page paper that addresses your goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include your philosophy for how individuals with disabilities learn and should be taught. Students may revise their philosophy paper written in SED 502.
SWK 610-611 Advanced Practicum Students develop a professional learning plan, after reviewing NASW Code of Ethics and include a growth area related to ethics. During this experience, students also evaluate a case study requiring ethical decision making.
SWK 686 Social Work in the School Setting course requires MSW students to review three public school student scenarios that are described in Chapter 6 (p.92-93) of the textbook. MSW students must select one scenario each and describe in detail the school social worker's ethical dilemma while working with the student, particularly regarding which student disclosures to keep confidential and which to divulge in the interest of the school or student safety as outlined by the NASW Code of Ethics.
SWK 626 Advanced Practice with Children and Families course requires to to view the child in context of the family and environment and form a treatment plan (in educational terms an IEP), to address psychosocial factors impacting behavior and situational responses. Within the plan students will demonstrate ethical considerations of dignity, worth and human relationships. |

records within the context of legal and ethical rights of minors and parents. Students, families, and other professionals shall be informed of the limits of confidentiality when services are initiated. Employers and school administrators should be informed of the ethical responsibilities of the social work profession. In the event that conflicts arise among competing expectations, school social workers are directed to the NASW Code of Ethics as a tool in their decision making.		

| Standard 2. Qualifications School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Interpretation: School social workers shall have a graduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). An MSW degree is the recommended entry-level qualification for a school social worker position. As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of education systems, which should be provided by social work education programs. The school social worker shall actively seek this specialized training when the CSWE accredited program does not provide it. School social workers shall be licensed by state boards of social work and | CSWE Competency and Practice behavior 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 5.3, 9.2, 9.3 | The Carver School of Social Work is accredited by the Council on Social Work Education and is working in conjunction with the Campbellsville University School of Education to implement the SSW certification option. The MSW curriculum prepares graduates with the knowledge and skills to utilize evidence-informed approaches to research and learning; thus, promoting positive academic outcomes for the students (SWK 655: Practice & Program Research).
SED 503 Introduction to Special Education Court Case Review
Given the name of a special education landmark court case, students will write a review and present it to the class. The review of the court case includes its facts, issues, judgment, reasons, and a personal critique. A more detailed review outline is posted online.
AND
IEP (Team Assignment)
Given a case study to review, students will be expected to use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly filled out IEP form for the student represented in the case study. This assignment will follow a chat session with the Professor in which all questions and concerns about using eligibility and IEP forms have been answered. This may be a new experience, and those on each team with experience writing IEP's should take the lead in providing support as the team completes this assignment. The professor will give guidance in the development of the 'Present Level of Education Performance' section of the IEP.
SWK 610-611 Advanced Practicum Students develop a professional learning plan and are assessed on their ability to practice SSW by demonstrating the knowledge and understanding of the services of SSW and the professional application of professional social work (MSW).
SWK 686 Social Work in the School Setting requires students to develop a comprehensive school social work program. This program must be implementable in a school that does not have such a program. Additionally, the student must develop a marketing brochure about their comprehensive school social work program that informs parents and community about the benefits from this resource. |

certified through state departments of education when available.

School social workers shall have specialized knowledge and an understanding of historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation. School social workers shall also be knowledgeable about evidence-informed approaches to teaching and learning that promote positive academic outcomes for all students.

Standard 3. Assessment	CSWE Competency and Practice Behavior 4.1, 4.2, 4.3, 7.1, 7.2, 7.3	**SED 503 Introduction to Special Education** students will use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly fill out IEP forms for the student represented in the case study. Support activities that the family can do or resources that will link the family to necessary services are incorporated into the IEP process. In addition, students in this course write a Philosophy of Education Paper (KTS 9) that addresses goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include is a philosophy for how individuals with disabilities learn and should be taught. SED 503 Students must conduct 13 written summaries of specified disability categories. This assignment must include eligibility material; b) exclusionary criteria; and c) a discussion of how the disability impacts the individual's learning, social and emotional wellbeing, and transition to life after high school.
School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.		
Interpretation: School social workers shall possess skills in systematic assessment, data gathering, and interpretation at multiple levels using a variety of methods (for example, interview, direct observation, standardized instruments, surveys, focus groups) to assess the needs, characteristics, and interactions of students, families, and school personnel. School social workers shall conduct reliable and valid assessments of students and organizations to inform the design of interventions to remove barriers to learning. Assessments shall use ecological perspectives and functional approaches to enhance understanding of barriers to		**SWK 610-611 Advanced Practicum** Students develop a professional learning plan in which they convey the practice behaviors planned and used in the assessment process. Genograms, Eco Maps, Psychosocial and various other tools are used in the assessment of students and families. During the Field experience the MSW student will interview children and families, conduct direct observation, implement standardized testing and use of instruments, surveys, and focus groups to assess the needs, characteristics, and interactions of children, families, and school personnel. **SWK 626 Advanced Practice with Children and Families** This course requires students to conduct an assessment of a student (through observation, school records, and interviews)and formulate a treatment plan with (IEP for School Social Work specialty seeking students) interventions that address educational barriers **SWK 686 Social Work in the School Setting** requires students to complete a classroom observation and utilize the Vanderbilt ADHD Diagnostic Teacher Rating Scale to evaluate a student in the classroom setting.

learning and the interventions that foster improvement of student well-being and academic progress.

Standard 4. Intervention	CSWE	**SED 503 Introduction to Special Education Professional Growth Plan (KTS 9)**
School social workers shall understand and use evidence-informed practices in their interventions. Interpretation: School social workers shall remain current with school-based intervention research and use evidence-informed practices in service delivery. Interventions shall be designed to enhance positive educational experiences and involve the student, the family, other team members, school personnel, and community resources as appropriate. Interventions shall be based on assessments relevant to the concerns in the referral and include goals, objectives, methods of evaluation, and outcome criteria. Interventions shall be applied within the multitier framework and address the ecologies (for example, home, school, community) most relevant to the problem being addressed.	Competency and Practice Behavior 6.1, 6.2, 6.3, 8.2, 8.3, 9.2	Students will develop or revise their Professional Growth Plan (PGP). Forms can be located on the School of Education web page at www.campbellsville.edu/mase. If currently teaching, you may use the plan you have submitted to your district. AND Philosophy of Education Paper (KTS 9) Write a two-page paper that addresses your goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include your philosophy for how individuals with disabilities learn and should be taught. Students may revise their philosophy paper written in SED 502. **SWK 610-611 Advanced Practicum** Students develop a professional learning plan in which they plan and implement interventions such as Cognitive Behavioral techniques, crisis intervention, solution focused approaches, brief therapeutic interventions, strategic and structural therapies, with the intent of goal achievement through various intervening means. Incorporated into the treatment plan for the student is goal setting for the student, the school, the home and any relevant community entity along with treatment and outcomes measures. **SWK 626 Advanced Practice with Children and Families** prepares the MSW student to coordinate services with agencies, treatment and assessment instruments with this population are introduced and utilized within this course. As such, for a final session, students pair up with another student and present a treatment plan to the class utilizing a PowerPoint presentation and handouts. Students may utilize structural or strategic therapy to guide the plan for intervention. **SWK 626 Advanced Practice with Children and Families** Prepares students to evaluate the system (child, family, educational facility, community) and propose measurable changes in the best interest of the child. Emphasis is in this course is placed on a multidimensional view of intervention with children and family systems, giving attention to the social development of the family along with cognitive, behavioral, organic, educational, and environmental issues. .

| Standard 5. Decision Making and Practice Evaluation
School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Interpretation: School social workers shall collect, analyze, synthesize, and disseminate data related to their practice. School social workers shall conduct ongoing evaluation to determine the level of effectiveness of all interventions. Methods used to evaluate social work practice shall be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency's goals and social work ethical practice. | CSWE Competency and Practice Behaviors 4.4.1, 4.2, 4.3, 7.1, 7.2, 7.3 | **SED 503 Introduction to Special Education** requires students write at least a one-page summary of each of the following disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Hearing Impairment, Mild Mental Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Each summary includes (a) eligibility criteria; (b) exclusionary criteria (those elements that may prevent the child from being considered eligible for the disability); and (c) a discussion of how the disability impacts the individual's learning, social and emotional wellbeing, and transition to life after high school (e.g., further education, employment). Information related to eligibility and exclusionary criteria can be found on the KDE website under the Special Education link (Eligibility Determination Form).
SWK 610-611 Advanced Practicum MSW student interns collect data and contribute to the development of a district/school needs assessments in the district/school in which they are completing their field internship. Students use national comparisons such as Kids Count, U.S. Census data, local literacy rates and socio economic data in the development of a continuing program plan.
SWK 686 Social Work in the School Setting requires students to complete a classroom observation and utilize the Vanderbilt ADHD Diagnostic Teacher Rating Scale to evaluate a student in the classroom setting.   SWK 686 School Social Work Classroom Observation & Reflection Paper: The classroom observation and reflection paper is worth 100 points. Student will observe a classroom setting for approximately one hour using the classroom observation Vanderbilt ADHD Diagnostic Teacher Rating Scale and write a 2-3 page reflection based on your observation. Please submit your completed rating scale with your reflection paper. For this assignment, students will complete the classroom observation form (Vanderbilt ADHD Diagnostic Teacher Rating Scale) while observing one particular student. This student should not realize that you are observing him/her individually, but rather feel that you are observing the classroom as a whole. Please do not include the students name or identifying information on your rating scale or paper. Use Jane Doe/John Doe when talking/writing about your observation subject |

| Standard 6. Record Keeping School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Interpretation: School social workers shall maintain timely, accurate, and confidential records that document school social work services, demonstrate outcomes, and promote accountability to the local education agency and community. Records shall be maintained according to federal, state, and local laws. | CSWE Competency and Practice Behaviors 1.3, 4.2, 5.2, 7.1, 7.3, 9.1 | **SWK 610-611 Advanced Practicum** requires the student to complete service provision forms to be entered into the Infinite Campus Data Base maintained by the Kentucky Department of Education. These forms are evaluated by the Field Supervisor.
SWK 686 Social Work in the School Setting MSW Students complete several record-keeping reading assignments and then develop a sample form that gathers data for various state databases and tracking purposes. In this assignment students experience planning, service delivery, factual assessment, confidentiality, etc.
SWK 503 Introduction to Special Education requires students write at least a one-page summary of each of the following disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Hearing Impairment, Mild Mental Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Each summary includes (a) eligibility criteria; (b) exclusionary criteria (those elements that may prevent the child from being considered eligible for the disability); and (c) a discussion of how the disability impacts the individual's learning, social and emotional wellbeing, and transition to life after high school (e.g., further education, employment). Information related to eligibility and exclusionary criteria can be found on the KDE website under the Special Education link (Eligibility Determination Form). Secondly, the course requires students use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly fill out IEP forms for the student represented in the case study. Support activities that the family can do or resources that will link the family to necessary services are incorporated into the IEP process. In addition, students in this course write a Philosophy of Education Paper (KTS 9) that addresses goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include is a philosophy for how individuals with disabilities learn and should be taught. |

Standard 7.Workload Management School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work. Interpretation: School social workers shall manage their work in an efficient and effective manner. Priorities for practice shall be developed collaboratively between the school social worker and the supervisor. Priorities shall be established on the basis of the needs of students, professional skills of the school social worker, program needs, research, and availability of other resources. School social workers shall perform roles and responsibilities across a multitier framework for service delivery and use technology to enhance communication, obtain and organize information, demonstrate accountability, and complete workload assignments.	CSWE Competency and Practice Behaviors 4.4.1, 4.2, 4.3, 7.1, 7.2, 7.3	**SWK 610-611 Advanced Practicum** requires 4-6 hours of continuing education with 2 hours of self-care content and /or Supervision held between a student and their Field Supervisor contains a minimum of 2 sessions on self-care and time management. **SWK 626 Advanced Practice with Children and Families** This course requires students to conduct an assessment of a student (through observation, school records, and interviews)and formulate a treatment plan with (IEP for School Social Work specialty seeking students) interventions that address educational barriers **SWK 686 Social Work in the School Setting** MSW Students develop a workload management plan that provides case load management and accommodates crisis intervention, paperwork, consultation, service to school as a whole, and other duties as the job entails.

Standard 8. Professional Development	CSWE Competency and Practice Behaviors 2.1, 2.2, 8.1, 8.2,	**SED 503- Introduction to Special Education Field Experience (KTS 1, 2, 3, 4, 5, 6, 7, 8,10)**
School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Interpretation: School social workers shall adhere to the NASW Standards for Continuing Professional Education and follow state professional regulation regarding continuing education requirements. School social workers shall access ongoing supervision and consultation to increase their professional proficiency and competence. School social workers shall participate in professional development activities that enhance their knowledge and skills. School social workers shall also contribute to the development of the profession by educating and supervising school social work interns when possible. | | Students will complete a total of eighteen (18) field hours in different settings—inclusion (collaborative), resource, and self-contained. During the field experience, students will interview a Director of Special Education and an ARC Chairperson.   Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of a field experience is experience with students, whether in your own classroom or another. Observation and assist cannot be completed within your own classroom. In addition, students write a three – five-page reflective summary that includes a discussion comparing and contrasting the models of special education service delivery (e.g., resource, self-contained, inclusion). Discuss similarities and differences related to instructional adaptations, modifications, and accommodations. The discussion should include how each setting may impact students and you, as a teacher.   Use artificial names when you write about learners and teachers to maintain confidentially. Read the Field Hours Requirement document for details that can be found on the School of Education's web page and also on our course page under the Course Resources link. Logs must be kept of the field experience. The signed original Field Experience Summary Form and a copy of the reflections must be sent to the Special Education Program office (FAX 270-789-5508). The field summary form must be completed in order to receive credit.
SWK 610-611 Advanced Practicum within this course it is mandatory that the student spend one clock hour minimum of supervision from a School Social Worker per week while enrolled. Additionally, students enrolled is SWK 610-611 attend 4-6 clock hours of professional development during their field experience.
SWK 626 Advanced Practice with Children and Families Vignettes are provided within the course of a variety of situations. As assigned, the student uses the weekly assigned reading of theory and intervention to devise a plan for interaction and engagement. These treatment plans require knowledge and skills continuously changing in in the profession. Students must demonstrate a variety on interventions influenced by the theory of cognitive application and development, systemic engagement, and biological development. |

		SWK 686 Social Work in the School Setting School Social Work Review and write a detailed analysis of school social work record keeping best practices.

Standard 9. Cultural Competence	CSWE Competency and Practice Behaviors 2.1, 2.2, 8.1, 8.2	**SED 503 Introduction to Special Education** Students students use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly fill out IEP forms for the student represented in the case study. Support activities that the family can do or resources that will link the family to necessary services are incorporated into the IEP process. In addition, students in this course write a Philosophy of Education Paper (KTS 9) that addresses goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include is a philosophy for how individuals with disabilities learn and should be taught. **SED 503- Field Experience (KTS 1, 2, 3, 4, 5, 6, 7, 8,10) C9**Students will complete a total of eighteen (18) field hours in different settings—inclusion (collaborative), resource, and self-contained. During the field experience, students will interview a Director of Special Education and an ARC Chairperson. Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of a field experience is experience with students, whether in your own classroom or another. Observation and assist cannot be completed within your own classroom. In addition, students write a three – five-page reflective summary that includes a discussion comparing and contrasting the models of special education service delivery (e.g., resource, self-contained, inclusion). Discuss similarities and differences related to instructional adaptations, modifications, and accommodations. The discussion should include how each setting may impact students and you, as a teacher. Use artificial names when you write about learners and teachers to maintain confidentially. Read the Field Hours Requirement document for details that can be found on the School of Education's web page and also on our course page under the Course Resources link. Logs must be kept of the field experience. The signed original Field Experience Summary Form and a copy of the reflections must be sent to the Special Education Program office (FAX 270-789-5508). The field summary form must be completed in order to receive credit.
School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.		
Interpretation: School social workers shall demonstrate self-awareness, knowledge, and practice skills consistent with the NASW Standards for Cultural Competence in Social Work Practice. School social workers shall continue to develop specialized knowledge and understanding about client groups they serve and culturally appropriate resources. This understanding shall be applied in a manner that results in a positive school climate that respects and values differences. School social workers shall use evidence-informed practices, skills, and techniques that reflect the worker's understanding of the role of culture in the helping process. School social workers shall recognize barriers to academic progress relating to		**SWK 610-611 Advanced Practicum** Students develop a professional learning plan in which they convey the practice behaviors planned and used to address issues of culture (healthcare, worship, family structure, race, ethnicity, abilities, hygiene, sexual orientation, gender, language, skill level, etc.). **SWK 626 Advanced Practice with Children and Families** students must develop a theory paper in this course that includes a detailed and useful description of all forms of strengths of all members and a meaningful discussion of diversity resources and limitations as it

cultural issues within the local education agency, while supporting an environment that honors and celebrates the cultures of the population within the school.		relates to members. Included are insightful descriptions of interaction sequences, systemic hypothesis, familial supports, intergenerational engagement, historical information and genogram details along with self-awareness and values discussion. see course syllabus **SWK 686 Social Work in the School Setting** prepares competency through various course forums in which students discuss cultural situations that may impact the academic progress of the student sometimes evolving into a barrier to academic success. This narrative is evaluated by the faculty using a 1-5 scored rubric. As a component to this assignment, students must provide evidence-informed practice solutions and goals for change.

| Standard 10. Interdisciplinary Leadership and Collaboration School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services. | CSWE Competency and Practice Behaviors 1.1, 1.3, 3.1, 3.2, 4.2, 5.1, 5.3, 6.1, 6.3, 7.3, | **SED 503 Introduction to Special Education** (Field Experience) (KTS 1, 2, 3, 4, 5, 6, 7, 8,10) Students will complete a total of eighteen (18) field hours in different settings—inclusion (collaborative), resource, and self-contained. During the field experience, students will interview a Director of Special Education and an ARC Chairperson.   Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of a field experience is experience with students, whether in your own classroom or another. Observation and assist cannot be completed within your own classroom. In addition, students write a three – five-page reflective summary that includes a discussion comparing and contrasting the models of special education service delivery (e.g., resource, self-contained, inclusion). Discuss similarities and differences related to instructional adaptations, modifications, and accommodations. The discussion should include how each setting may impact students and you, as a teacher.   Use artificial names when you write about learners and teachers to maintain confidentially. Read the Field Hours Requirement document for details that can be found on the School of Education's web page and also on our course page under the Course Resources link. Logs must be kept of the field experience. The signed original Field Experience Summary Form and a copy of the reflections must be sent to the Special Education Program office (FAX 270-789-5508). The field summary form must be completed in order to receive credit. **SWK 610-611 Advanced Practicum** Students participate in school staff meetings, IEP planning sessions, family conferences, and work with the service provision population to coordinate services to the child, family and academic facility.   **SWK 626 Advanced Practice with Children and Families** students must develop a theory paper in this course that includes a detailed and useful description of all forms of strengths of all members and a meaningful discussion of diversity resources and limitations as it relates to members. Included are insightful descriptions of interaction sequences, systemic hypothesis, familial supports, intergenerational engagement, historical information and genogram details along with self-awareness and values discussion. see course syllabus **SWK 686 Social Work in the School Setting** course requires students to complete a brochure that is delivered to families which includes program services and opportunities for children and families within the school served. Students in the same course complete a classroom observation using the Vanderbilt ADHD Rating Scale to evaluate classroom |

		behavior. Once completed, a written analysis is submitted to the instructor and evaluated. Lastly, students in the SWK 686 course develop a formal presentation to be delivered to a local school board. This program is an informative presentation to convince the importance, viability, and development of school social work services within the district.

Standard 11. Advocacy School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.	CSWE Competencies and Practice Behaviors 2.1, 2.2, 5.1, 5.3, 6.1, 6.2, 6.3	**SED 503 Introduction to Special Education** Students use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly fill out IEP forms for the student represented in the case study. Support activities that the family can do or resources that will link the family to necessary services are incorporated into the IEP process. In addition, students in this course write a Philosophy of Education Paper (KTS 9) that addresses goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include is a philosophy for how individuals with disabilities learn and should be taught. Additionally, this course requires student to present a court case and provide a personal critique and plan to ad+B9dress outcomes. **SWK 610-611** A**dvanced Practicum** Students develop a plan of intervention for the child/children serviced by the school social worker. This plan of intervention is reviewed by the Site Supervisor for accuracy and ultimate approval for implementation. **SWK 626 Advanced Practice with Children and Families** students must develop a theory paper in this course that includes a detailed and useful description of all forms of strengths of all members and a meaningful discussion of diversity resources and limitations as it relates to members. Included are insightful descriptions of interaction sequences, systemic hypothesis, familial supports, intergenerational engagement, historical information and genogram details along with self-awareness and values discussion. see course syllabus. **SWK 686 Social Work in the School Setting** Students select an educational policy for research and peer educational delivery utilizing skills of advocacy, analysis, legislative process and progression, implementation procedures, and policy outcomes. In addition, in the SWK 686 course develop a formal presentation to be delivered to a local school board that advocates the visibility, viability and value of School Social Workers prepares competency through various course forums in which students discuss cultural situations that may impact the academic progress of the student sometimes evolving into a barrier to academic success. This narrative is evaluated by the faculty using a 1-5 scored rubric. As a component to this assignment, students must provide evidence-informed practice solutions and goals for change.

Appendix B: Curriculum Guide sheet

Campbellsville University--*Empowerment for Learning*

SCHOOL SOCIAL WORK CERTIFICATION CURRICULUM GUIDE SHEET

Master in Social Work: School Social Worker Certification Online Program

==**Must have an MSW degree or in process as an advanced standing student to seek or complete this certification.**==

CU ID #_____

Name_____Date ____/____/____
        Last   First   MI   Maiden

Permanent Address: Street_____ City_____

State____ Zip_____ Telephone_____ Cell #_____

UPO Box_____ Campus/Local Phone_____ Personal Email
_____
                                                   (DO NOT USE CU STUDENT EMAIL)

Date of Birth _____   SS # _____-_____-_____

Major (s)_____   Projected Date of Graduation____/____

Carver School Advisor_____

PROFESSIONAL EDUCATION

Discipline/

Course Number	**Course Title**	**Date/Term**	**Grade**	**Hours**
SWK	626 Advanced Practice with Children & Families	_____	_____	3
SWK	686 School Social Work	_____	_____	3
SED	503 Introduction to Special Education	_____	_____	3
SWK	616-619 Advanced Practicum	_____	_____	6

CAP 5 (GPA) _____ CAP 6 _____ CAP 7 _____

  *Must meet all CAP 5 requirements prior to admission

Appendix B: Curriculum Guide sheet

Checklist of Application Materials

***If No, attach Course Lack form. (Available in School of Education Dean's Office or on the web site)**. I understand that completion of the School Social Work Certification program at Campbellsville University depends on successful completion of all course work and field practicum in an approved location. Furthermore, I understand that my application for School Social Work certification depends on the approval of my CAP 5 application, evaluations by cooperating teacher(s) and university supervisor(s), and the approved GPA of 3.0 or greater. Degree posting is documentation of completion of all program requirements. Signed: _____ Date _____

CAP 5 – Entrance Requirements Application	CAP 6 – Mid-Point Admission to Candidacy	CAP 7 – Exit Requirements
_____ Application to Graduate School _____ Application to Carver School MSW Program _____ Applicants completed a Baccalaureate degree with a minimum of 15 credit hours of liberal arts education confirming a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale or have a 3.0 in 29 credit hours of Foundation MSW coursework. _____ Applicants seeking advanced standing must have completed a Baccalaureate Social Work Degree from a CSWE accredited program within the last seven years and have an overall GPA of 3.0. _____3 Differing signed Carver School Recommendation forms without scores ≥ 3. _____ Official Transcript _____Y _____N (Reviewed by MSW Admission Committee) _____ Cumulative GPA 2.75 (or 3.0 on last 30 hours) ___Y ___N GPA_____ Review date: __/__/__ _____ Applicants signed agreement to Social Work Professional Performance and Technical Standards form (includes NASW Code of Ethics). _____ Social Work Self-Efficacy Scale _____ Application to Field Practicum _____ School Social Worker Learning Plan _____ TB Risk Assessment _____ State Criminal Background Check _____ Curriculum Contract/Guide sheet (signed).	_____Transcript Review (min. 3.0 GPA) _____GPA (minimum 3.0) _____ Credit Hours Completed (15 earned hours) _____Updated Curriculum Guide sheet _____ Field Evaluation conducted by the Field Supervisor and approved by the Field Director. _____ Completion of 225 hours of Field Placement with an evaluation of satisfactory. _____ School Social Work Self-Efficacy	Transcript Review _____GPA (minimum 3.0) _____ 33 credit hours completed _____Transcript Attached _____Updated Curriculum Guide sheet _____Exit Survey _____Graduation Application _____ Final Field Evaluation _____ Satisfactory completion of Field Learning Plan _____ Completion of 450 hours of Field Practicum in a School Social Work setting. _____ Final Self-Efficacy Scale _____ The MSW degree conferred

* **My signature indicates that I recognize my responsibility to review and ensure that I complete the requirements above for successful continuation in and exit from the School Social Work Certification Program.**

Name/ID#/Date_____   Advisor/Date_____

NASW Standards for School Social Work

Standard 1. Ethics and Values

School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Standard 2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Standard 3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Standard 4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

Standard 5. Decision Making and Practice Evaluation

School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Standard 6. Record Keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Standard 7. Workload Management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

Standard 8. Professional Development

School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Standard 9. Cultural Competence

School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Standard 10. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Standard 11. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Competency & Practice Behavior	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	
	3	2	4	4	3	3	2	2	4	4	4	# of courses
Competency 1: Demonstrate Ethical and Professional Behavior												
A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.	SED 503, 610-611, 626									610-611, 686		3

A1.2 Demonstrate professional and ethical social work conduct in all levels of practice	SED 503, 610-611, 686											3
A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.	610-611, 686			SED 503						610-611, 686		4
A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.	610-611, 686											2
Competency 2: Engage Diversity and Difference in Practice												
A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.								610-611, 686	SED 503, 610-611, 626, 686		610-611, 626	4
A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.								610-611, 686			610-611, 626	3
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice												

A3.1 Demonstrate effective and diplomatic skills in advocacy.		610-611, 686							610-611, 686	610-611, 686		2
A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.		610-611, 686							SED 503	SED 503		3
A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.		610-611, 686										2
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice												
A4.1 Appraise, evaluate, and propose various methods of program evaluation.		SED 503	SED 503, 610-611, 686		SED 503, 610-611,							2
A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.		SED 503	SED 503, 610-611, 686		SED 503, 610-611, 686	610-611, 686				610-611, 686		4
A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.			610-611, 686		SED 503, 610-611, 686							3

Competency 5: Engage in Policy Practice													
A5.1 Demonstrate leadership in the organizational change process.											SED 503, 610-611-686	SED 503, 610-611-686	3
A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.		SED 503			SED 503, 610-611, 686								3
A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.		610-611, 686									SED 503	SED 503, 610-611-686	3
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities													
A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.				SED 503, 610-611, 686							SED 503, 610-611, 626	610-611, 626	4

A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.				SED 503, 610-611, 686							610-611, 626	4
A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.				SED 503, 610-611, 626, 686						SED 503, 610-611 626	610-611, 626	4
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities												
A7.1 Articulates and demonstrates the influence theory has on assessment process.			610-611, 626,		610-611, 686	SED 503						4
A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.			610-611, 626, 686		610-611, 686							3
A7.3 Design appropriate assessment and planning strategies that empower service recipients.			SED 503, 610-611, 626, 686		610-611, 686	SED 503, 610-611, 686				SED 503		4
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities												

A8.1 Utilize leadership skills to promote sustainable change in the intervention process.						610-611, 686	SED 503	610-611,	3
A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.			SED 503, 610-611, 626, 686		610-611, 626, 686	626	610-611, 626		4
A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.			SED 503, 610-611, 626, 686						4
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities									
A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.				610-611, 686					2
A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.		SED 503	610-611, 686						3
A9.3 Critique evaluation practices informed from a particular theoretical model.		SED 503							1

TOTAL times this NASW standards is taught using a varying competency.	4	9	6	6	6	6	2	4	5	10	7	

KEY ASSIGNMENT GAP ANALYSIS SCHOOL SOCIAL WORK SPECIALTY	CSWE Competency	SWK 610-611 Advanced Field Education	SWK 626 Advanced Practice w Child & Families	SWK 686 SW in the School Setting	SED 503 Intro to Special Ed
Standard 1. Ethics and Values School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.	CSWE Competency 1.1, 1.2, 1.3, 1.4	X	X	X	X
Standard 2. Qualifications School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.	CSWE Competency 5.2	X		X	X
Standard 3. Assessment School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.	CSWE Competency 7.1, 7.2, 7.3	X	X		X
Standard 4. Intervention School social workers shall understand and use evidence-informed practices in their interventions.	CSWE Competency 6.3, 8.2	X	X		
Standard 5. Decision Making and Practice Evaluation School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.		X	X		
Standard 6. Record Keeping School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.	CSWE Competency 1.3, 5.2, 7.3, 5.2	X	X	X	X

KEY ASSIGNMENT GAP ANALYSIS SCHOOL SOCIAL WORK SPECIALTY	CSWE Competency	SWK 610-611 Advanced Field Education	SWK 626 Advanced Practice w Child & Families	SWK 686 SW in the School Setting	SED 503 Intro to Special Ed
Standard 7. Workload Management School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.	CSWE Competency 2.1, 5.2, 8.2	X	X	X	X
Standard 8. Professional Development School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.	CSWE Competency 2.1, 8.2	X	X	X	
Standard 9. Cultural Competence School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.	CSWE Competency 8.2, 2.1	X	X	X	
Standard 10. Interdisciplinary Leadership and Collaboration School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.	CSWE Competency 1.1, 1.3, 5.1, 6.1, 7.3	X	X	X	X
Standard 11. Advocacy School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.	CSWE Competency 2.1, 2.2, 5.1. 6.1, 6.2, 6.3,	X	X	X	

Appendix E: Field Learning Contract

Carver School of Social Work
Campbellsville University
MSW Advanced Field Learning Contract

Student Name:	CSSW Faculty/Liaison:
Field Placement Site:	Semester/Year:
Field Supervisor Name:	On Site/Task Supervisor Name:

Competency 1 – Demonstrate Ethical and Professional Behavior			
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.	☐ Utilize supervision to discuss personal beliefs or values, regarding client/staff who may be different than you ☐ Complete a personal belief/values inventory and discuss with supervisor ☐ Identify personal strengths, limitations and challenges that impact your work as a social worker ☐ Develop plan to handle and maintain professionalism in regards to issues with variation in beliefs and discuss in supervision ☐ Other: _____		
A1.2 Demonstrate professional and ethical	☐ Analyze agency policy regarding various forms of communication		

social work conduct in all levels of practice.	☐ Demonstrate professionalism in oral, written, and electronic communications with staff, clients, and community members ☐ Analyze agency policy regarding electronic communication (cell, email, social media, etc.); if no policy exists create one ☐ Identify ethical concerns with electronic communication and discuss with supervisor (cell, email, social media, etc.); if no policy exists create one ☐ Utilize professional writing to complete documentation and share with supervisor for feedback and evaluation ☐ Other: _____		
A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.	☐ Participate in weekly supervision with field supervisor ☐ Student discusses ethical concerns using an ethical decision making model as part of the practicum supervisory meetings ☐ Student utilizes supervision and consultation to guide professional judgment and behavior ☐ Present as a learner and engage clients and constituencies as experts of their own experiences ☐ Demonstrates ability to analyze ethical issues in variety of settings and with variety of clients/constituencies ☐ Other: _____		
A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.	☐ Evaluate use of NASW Code of Ethics in placement and discuss with supervisor ☐ Analyze company policy on ethical issues and discuss with supervisor ☐ Attend to and apply professional roles and boundaries in placement ☐ Analyze professional standards of practicum location and present to supervisor ☐ Identify as social work professional in practice ☐ Other: _____		

Competency 2 – Engage Diversity and Difference in Practice
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers

Appendix E: Field Learning Contract

Practice Behavior	Task/Activity	Date or O for Ongoing	Rating (0-5)
appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.			
A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.	☐ Maintain and engage in interaction and responsibilities of at least two cases involving client/client systems which have different backgrounds/ characteristics from the student ☐ Process thoughts/feelings of differences as well as barriers to competent practice through supervision ☐ Participate in at least one community events/cultural events that differ from own ☐ Analyze and discuss with supervisor observations and challenges with experiences ☐ Analyze and discuss with supervisor how experiences have changed or not changed student views of other cultures ☐ Evaluate how to ensure that student engages clients as experts of their own experience ☐ Other: _____		
A2.2 Apply self-awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.	☐ Discuss and analyze with supervisor student's learning taken from courses and how they apply to the field setting ☐ Discuss with supervisor how these courses have shaped student's views ☐ Read and evaluate at least one research article relevant to the field (approved by supervisor) that will assist in learning ☐ Research and analyze the background and culture of at least two client/client systems, which differ from his/herself ☐ Evaluate needs of diverse or at-risk populations that are not being met within the community or agency ☐ Analyze the deficiency and create suggestions for changes, ensuring professional demeanor through presentation of suggestions with supervisor ☐ Other: _____		

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of

justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A3.1 Demonstrate effective and diplomatic skills in advocacy.	☐ Evaluate one social justice/economic justice/environmental justice issues impacting the client/client system level ☐ Create plan for ways to advocate for client/client system ☐ Advocate for change on at least one social justice/economic justice/environmental issue with legislators ☐ Collect research regarding social justice/ economic justice/environmental justice issues of the client population. ☐ Develop plan to educate community members and others on social justice issues ☐ Other: _____		
A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.	☐ Evaluate a human rights violations impacting the client/client system level ☐ Analyze current human rights issues within the community you are serving and at the state/federal levels ☐ Create plan for ways to advocate for client/client system ☐ Advocate for change on at least one human rights issue with legislators ☐ Other: _____		
A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.	☐ Collect, compile and disseminate research regarding social/economic/cultural/political issues that impact clients your field agency serves in regards to oppression and human rights. ☐ Develop plan to educate community members and others on human rights and oppression issues ☐ Compare and analyze how various frameworks manage human rights violations and oppression as it relates to your placement ☐ Other: _____		

Competency 4 – Engage in Practice-informed Research and Research-Informed Practice

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Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A4.1 Appraise, evaluate, and propose various methods of program evaluation.	☐ Create a mock questionnaire, survey or poll for clients/client system/organization/community to capture a gap in service or to identify a need ☐ With approval from agency conduct survey/poll including creating informed consent form and obtaining consent from participants ☐ Analyze data collected using objective measurements and the statistical, mathematical, or numerical analysis (if approved by the agency) ☐ Evaluate trends in thought and opinions by clients and staff at the agency, and dive deeper into the possible research questions ☐ Use qualitative data collection methods to develop understanding impact of research on practice within agency. Create plan to address issues with findings and review with supervisor. ☐ Other: _____		
A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.	☐ Develop client goals and objectives; discusses monitoring progress towards goals and assesses outcomes ☐ Evaluate research about treatment and service options that agency may not be using but could be beneficial to the clientele served ☐ Presents service plan to supervisor based on findings about treatment or service options that might benefit clientele but not being utilized ☐ Participate in the data collection systems for the field agency (if no collection system discuss with supervisor and create plan to develop) ☐ Create plan for data development to improve practice, policy, and/or service delivery for the agency (review with supervisor) ☐ Other: _____		
A4.3 Predicts how researcher values and	☐ Analyze personal biases and values and how that may impact their own research and discuss with supervisor		

biases impact research efforts.	☐ Evaluate a study in which researcher values and biases could have or did impact the outcomes ☐ Discuss and review in placement how researcher is utilized and how biases are avoided. ☐ Other: _____		

Competency 5 – Engage in Policy Practice			
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A5.1 Demonstrate leadership in the organizational change process.	☐ Evaluate current policies at the agency, local, state, and federal levels that address human rights and/or environmental justice ☐ Formulate a policy for agency to address a new issue or reevaluate a previous policy that may be out dated at this time ☐ Evaluate and discuss policies needed or policy changes needed at the agency, local, state, or federal level to address client issues ☐ Other: _____		
A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.	☐ Evaluate the major social policies and laws which impact/govern the agency practice on a local, state and federal level ☐ Create plan for changes to social policy that could improve the service delivery for clients ☐ Evaluate the process to get policy change on the local, state, and federal levels and discuss with supervisor ☐ Other: _____		

| A5.3   Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice. | ☐ Evaluate a social justice policy affecting clients at the field agency then discuss the implications in supervision
☐ Evaluate an economic policy affecting clients at the field agency then discuss the implications in supervision
☐ Evaluate an environmental policy affecting clients at the field agency then discuss the implications in supervision
☐ Develop and promote the empowerment of vulnerable populations within the agency
☐ Other: _____ | | |

Competency 6 – Engage with Individuals, Families, Groups, Organizations & Communities			
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.	☐ Engage with clients using empathy and supportive listening skills with at least three clients ☐ Engage with a client creating trust by being authentic and ethical ☐ Engage with a client group or agency organization ☐ Design and put into practice an activity that assists a group or individual in building trust, discuss with supervisor ☐ Evaluate a situation of conflict within a family/group and how you were able to facilitate the family/group using positive problem-solving/conflict-resolution techniques ☐ Visit or attend community meeting to engage and build relationships with other service providers/community partners ☐ Other: _____		

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A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.	☐ Evaluate at least two clients and their individual/family stage of life or person in environment human behavior theories and discuss with field supervisor (Maslow, Peck etc.) ☐ Evaluate uses of various human behavior theoretical frameworks for client engagement ☐ Apply use of stage of life, social environment, person-in-environment, etc. in engagement with clients ☐ Other: _____		
A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.	☐ Evaluate self and reflect on evaluation to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies. ☐ Analyze ways to utilize and improve on intrapersonal skills to assist in service delivery and engagement across diverse situations and with diverse populations ☐ Evaluate interpersonal dynamics and contextual factors that both strengthen and potentially threaten working with clients ☐ Other: _____		

Competency 7 – Assess Individuals, Families, Groups, Organizations & Communities			
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**

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A7.1 Articulates and demonstrates the influence theory has on assessment process.	☐ Identify at least two clients and analyze theories that impact assessment process of each and discuss with field supervisor ☐ Create an assessment tool that demonstrates use of a theory and could be used to collect needed information for assessment ☐ Analyze various intervention strategies that would be appropriate for client due to issues/needs based on research interventions ☐ Evaluate various intervention strategies of agency and discuss with supervisor ☐ Analyze current research of intervention strategies for various populations served at agency and discuss with supervisor ☐ Other: _____		
A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.	☐ Collect information from a client using a client intake, needs assessment and/or other documentation ☐ Analyze the client's situation or issue using an eco-map ☐ Analyze the client situation or issue using a genogram ☐ Analyze the community situation using an eco-map ☐ Other: _____		
A7.3 Design appropriate assessment and planning strategies that empower service recipients.	☐ Assess an individual/family/group or observe an assessment including identifying strengths, needs, and challenges of a client ☐ Develop goals and objectives based on assessment completed; discuss with supervisor ☐ Analyze ways to monitor goals utilizing empowerment in supervision ☐ Analyze ways to address needs of client through connection to various community resources ☐ Analyze community resources available in the area and discuss in supervision ☐ Other: _____		

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Competency 8 – Intervene with Individuals, Families, Groups, Organizations & Communities			
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A8.1 Utilize leadership skills to promote sustainable change in the intervention process.	☐ Evaluate interventions used to enhance capacities and achieve goals with clients ☐ Create intervention strategies across all levels(MICRO, MEZZO, MACRO) with clients and/or on behalf of clients ☐ Evaluate multidisciplinary theoretical frameworks used throughout intervention process with clients and client systems ☐ Other: _____		
A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.	☐ Evaluate how human behavior and the social environment impact the individual responses to intervention of the clients and constituencies ☐ Evaluate the process of intervention including phases of initial phase, working phase, and closing phase ☐ Observe and/or conduct a transitional and/or ending with a client or client system in field setting ☐ Other: _____		
A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.	☐ Implement strategies to negotiate and advocate for diverse clientele ☐ Evaluate and analyze times in which you were able to and/or observed negotiation, mediation, and/or advocacy with and/or on behalf of clients ☐ Participate in and/or observe closing session and ending of services and empowerment of constituents at this phase ☐ Analyze empowerment strategies utilized at agency at all levels (MICRO, MEZZO, MACRO)		

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	☐ Other: _____		

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations & Communities			
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.			
Practice Behavior	**Task/Activity**	**Date or O for Ongoing**	**Rating (0-5)**
A9.1 Use collaborative evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities	☐ Evaluate agency evaluation methods and discuss with supervisor ☐ Analyze records of client's and/or client systems and identify evaluation process of agency. Review with supervisor findings ☐ Analyze a plan for an agency evaluation method and review with supervisor ☐ Evaluate methods and how they apply knowledge of human behavior to the process ☐ Other: _____		
A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.	☐ Analyze areas that may be lacking with outcomes evaluation method used at the agency ☐ Create outcome measure to address areas lacking and review with supervisor ☐ Analyze assessment tools currently being used at the agency and identify if they fully measure the desired outcomes at different system levels (MICRO, MEZZO, MACRO) ☐ Create a policy or procedural change that might make practice more effective-or might simplify a specific process for clients or the agency ☐ Other: _____		
A9.3 Implement evaluation practices informed from a particular theoretical model.	☐ Evaluate effectiveness of a specific intervention, outcomes of clients and how they are monitored by the providers, and changes to practice that could improve outcomes ☐ Evaluate effectiveness of practice in community setting, including community involvement, referral process, continued learning, etc within the agency ☐ Evaluate collaborative relationships with community partners to discuss and address issues within the agency and create plan to address issues ☐ Evaluate how regulations affect agency and practice		

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	☐ Evaluate collaborative process in working with community partners, law makers, and advocacy groups for working toward change ☐ Evaluate the process for working toward change at the local, state, and federal level for effectiveness ☐ Other: _____		

Midterm Approval of Core Competencies/Practice Activities:

Student:(Printed)_____

    (Signed)_____ Date: _____

Practicum Supervisor: (Printed) _____

    (Signed) _____ Date: _____

CSSWC Faculty/Liaison: (Printed)_____

    (Signed)_____ Date: _____

Final Evaluation of Core Competencies/Practice Activities/Performance Evaluation:

Student:(Printed)_____

    (Signed)_____ Date: _____

Practicum Supervisor: (Printed) _____

    (Signed) _____ Date: _____

CSSWC Faculty/Liaison: (Printed)_____

    (Signed)_____ Date: _____

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Student's Overall Final Practicum Performance is   □ **Progressive**   □ **Satisfactory**   □ **Exceptional**

Workplace Readiness Assessment

Instructions: The ten skills/qualities listed below represent the most important skills/qualities employers use to evaluate college graduate applicants, according to the National Association of Colleges and Employers (NACE) 2012 job outlook. Based on the Field Learning Plan & Performance evaluation, please assess the student's readiness for the workplace. Discuss assessment with the student.

Workplace Readiness Behavior	Emerging	Proficient	Exceptional
Ability to work in a team structure	□	□	□
Ability to communicate verbally with persons inside and outside the organization	□	□	□
Ability to make decisions and solve problems	□	□	□
Ability to obtain and process information	□	□	□
Ability to plan, organize and prioritize work	□	□	□
Ability to analyze quantitative date	□	□	□
Technical knowledge related to job	□	□	□
Proficiency with computer software programs	□	□	□
Ability to create and/or edit written reports	□	□	□
Ability to sell or influence others	□	□	□

Supervisor Compilation Comments (Summary of skills gained/strengthened and growth areas identified this semester. Supervisors should also address the student's progress and use of Critical Thinking in the development of plan and through activities while on site at practicum):

Campbellsville University
SED 503-01

Introduction to Special Education

Professor: Lisa Fulks, Ph.D
Class: SED 503-01 – Introduction to Special Education

Information: 3 Credit Hours

Classroom: Online

Home Phone: 502-724-2766

E-Mail: lrfulks@campbellsville.edu
Chat Time: **Monday**

*Campus Security numbers: Office **(270) 789-5555,** Cell **(270) 403-3611***

**Regular Office Hours: See Room 129**

Virtual Office Hours:

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns.

School of Education Conceptual Framework

Theme: Empowerment for Learning

Model:
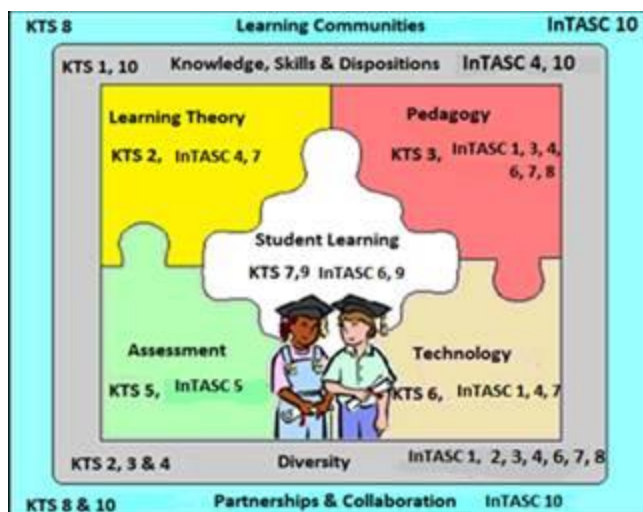
Required Texts:

Mastropieri and Scruggs, *The inclusive classroom: strategies for effective differentiated instruction*, 6th ed. Pearson: 9780134492940

Perrin, R. *Pocket guide to APA style* (6th ed). New York. Cengage Learning Company: 9781305969698

Textbooks are required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course.

Course Description:

This course will provide information and knowledge regarding models, theorists, and philosophies that form the basis of special education. The family systems and the role of families in the education process will be studied with specific emphasis on culturally diverse groups. Issues related to due process will be addressed within a continuum of services. A primary research project will be conducted regarding the variations in beliefs and values across cultures and their effects on relationships among individuals with exceptional learning needs.

School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

- preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
- honoring, understanding, and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

Methods of Instruction

The instructional methods will include:

- online learning lessons
- individual consultation with instructor
- online discussion groups
- demonstration
- teamwork
- speakers

- cooperative learning activities
- site visitation and classroom observation

Purpose of Course

The purpose of the course is to prepare teachers by providing a historical perspective of special education with emphasis on litigation and legislation. The students will identify and explain both educationally relevant characteristics and various types of educational services and intervention for children and youth with special needs.

that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with → Assessment → (point values)	KTPS/ InTASC Diversity Indicators	KTPS/ InTASC	ILA Standards	Technology (Yes or No)	CEC	CAEP	NASW
Class Participation in Weekly Chats 50 pts Obj: 1-12 CULTURAL Competencies 1-10	1B 1G 4M 7B 9H	1b, 3a, c, f, , 9e, f, 10i, j	1, 6	Yes	1, 2, 3, 4, 5, 6,7	1, 5	A5.3
Book/Movie Review 100 pts Obj: 1-12 CULTURAL Competencies 3 4	6G 9H	1b, 7b, e, 9e, f,	1, 6	Yes	1, 3, 4, 5, 6	1, 5	A9.2
Weekly discussion board 50pts. Obj: 1-12 CULTURAL Competencies 1-10	1B 1G 4M 7B 9H	4b, c, e, f, g, h, i	1, 6	Yes	1, 3, 4, 5, 6	1, 5	A2.1

Clinical, Field Experience Summary, 100pts. Obj: 1-12 CULTURAL Competencies 1 7	1B 6G 1G 10Q 4M 3F 7B 9H	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e, 9e, f, 10i, j	2, 3, 4, 5	Yes	1, 2, 3, 4, 5, 6, 7	1, 2	A1.1 A1.2 A4.2 A5.3 A6.1 A8.2 A8.3 A6.2
Court Case Review 25 pts. **Obj: 1-12** CULTURAL Competencies	2 H 4M 10Q	10i, j	5	Yes	8	1, 2	A1.3 A3.2
Research Paper 235 pts. CULTURAL Competencies 6 **Obj: 1-12**	1B 2N 9H	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e, 9e, f, 10i, j	5, 6	Yes	1, 2, 3, 4, 5, 6, 7	1, 4	A5.2 A7.3
Characteristic s Team Assignment 50 pts. **Obj: 1-12** CULTURAL Competencies 1-10	1B 6G 1G 10Q 4M 3F 7B 9H	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e, 9e, f, 10i, j		Yes	5	1	A5.3
IEP (Team Assignment) **Obj: 1-12** CULTURAL Competencies 3 8							A4.1 A4.2 A8.1 A9.3
Philosophy Final **55 pts.** **Obj: 1-12** CULTURAL Competencies 1,2							A5.2 A6.3

Goals & Objectives 10 pts **Obj: 1-12** CULTURAL Competencies 4							A7.3
Pre-Professional Growth Plan 25 pts. **Obj: 1-12** CULTURAL Competencies 2							A6.1
Reading Responses 90 pts. **Obj: 1-12** CULTURAL Competencies 3 4		1b, 7b, e, 9e, f,					A3.2 A6.3 A7.1 A6.1
Start Here & Introduction **Obj: 1-12** CULTURAL Competencies 1							A5.1

CU Diversity Proficiencies (from KTPS)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Interstate Teacher Assessment and Support Consortium (*InTASC*) InTASC 1nTASC1
Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

International Literacy Association (*ILA*)   Standard 1
Foundational Knowledge   Standard
2 Curriculum and Instruction
Standard 3 Assessment and Evaluation   Standard
4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

Council for Accreditation of Educator Program(*CAEP*)

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity
Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

Standards Council for Exceptional Children Standards. This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

NASW Standards for School Social Work

Standard 1. Ethics and Values

School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Standard 2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Standard 3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Standard 4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

Standard 5. Decision Making and Practice Evaluation

School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Standard 6. Record Keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Standard 7. Workload Management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

Standard 8. Professional Development

School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Standard 9. Cultural Competence

School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Standard 10. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Standard 11. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Course Objectives

Upon completion of this course, each student will be able to:

1. Demonstrate competence and leadership in understanding the history of special education, litigation and legislation in special education including Public Law 105-17, the Individual with Disability Education Act of 1997, Section 504 of the Rehabilitation Act of 1973 and subsequent related laws.

2. Identify and explain educationally relevant characteristics of children and youth with special educational needs, such as medical, learning, and cultural variables.

3. Identify and explain various types of educational services and interventions for children and youth with disabilities.

4. Demonstrate knowledge of the reactions of diverse families to a child with disabilities and the importance of parent involvement in the education process.

5. Understand the effects of various medications on individuals with exceptional learning needs.

6. Understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.

7. Learn to create environments for individuals with exceptional learning needs

that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.

8. Integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions.

9. Be familiar with augmentative, alternative, and assistive technologies to support and enhance communication.

10. Maintain confidential communication about individuals with exceptional learning needs.

11. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

12. Conduct a research project regarding the variations in beliefs and values across cultures and their effects on special education.

FOR SOCIAL WORK STUDENTS:
Core Competencies: Upon completion of this course, students will be prepared to:

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

Course Assignments and Assessment
All assignments must be word-processed using Microsoft Word, 6.0 or higher.

Book/Movie Review

Read a book or view a movie view a movie from the list provided by the instructor and write a two-page reflection. If you prefer to view a movie or read a book not included on the list, email the instructor prior to completing the review. The movie/book list and the guidelines for completing the assignment are located on the course page under the Courses Resources link.

Characteristics Paper – Team Assignment

Each team will write at least a one-page summary of each of the following disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Hearing Impairment, Mild Mental Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or

Language Impairment, Traumatic Brain Injury, and Visual Impairment. Each summary must include (a) eligibility criteria; (b) exclusionary criteria (those elements that may prevent the child from being considered eligible for the disability); and (c) a discussion of how the disability impacts the individual's learning, social and emotional well being, and transition to life after high school (e.g., further education, employment). Information related to eligibility and exclusionary criteria can be found on the KDE website under the Special Education link (Eligibility Determination Form). <u>Each team member's name should be listed with his/her work</u>. This will provide for individual grading of the work each team member has produced. This team assignment should be submitted as <u>one</u> complete document.

***Social work students should focus on knowledge needed for parents.

Class Participation and Attendance

Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded. Class attendance will be checked. Students must contribute to each class discussion a minimum of five times. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students should also contact the professor in advance if they might be absent.

Court Case Review

Given the name of a special education landmark court case, students will write a review and present it to the class. The review of the court case includes its facts, issues, judgment, reasons, and a personal critique. A more detailed review outline is posted online.

Clinical/Field Experience

Students will complete a total of **eighteen (18) field hours** in different settings—inclusion (collaborative), resource, and self-contained. During the field experience, students will interview a Director of Special Education and an ARC Chairperson. Observation and assist cannot be completed within your own classroom.

Students will write a three – five page reflective summary that includes a discussion comparing and contrasting the models of special education service delivery (e.g., resource, self-contained, inclusion). Discuss similarities and differences related to instructional adaptations, modifications, and accommodations. The discussion should include how each setting may impact students and you, as a teacher.

 Use artificial names when you write about learners and teachers to maintain confidentially. Read the Field Hours Requirement document for details that can be found on the School of Education's web page and also on our course page under the Course Resources link. Logs must be kept of the field experience. The signed original Field Experience Summary Form and a copy of the reflections must be sent to the Special Education Program office (FAX 270-789-5508). The field summary form must be completed in order to receive credit.

***Social Work Students MUST DO ALL FIELD HOURS IN THE FAMILY RESOURCE SETTING.

IEP (Team Assignment)

Given a case study to review, students will be expected to use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly filled out IEP form for the student represented in the case study. This assignment will follow a chat session with the Professor in which all questions and concerns about using eligibility and IEP forms have been answered. This may be a new experience, and those on each team with experience writing IEP's should take the lead in providing support as the team completes this assignment. The professor will give guidance in the development of the 'Present Level of Education Performance' section of the IEP.

Lesson Plan Goals and Objectives

Students will review and discuss the components of lesson plans including how they are used to guide instruction. Social Work students should add how their role in the school can be used in a lesson.

Philosophy of Education Paper

Write a two-page paper that addresses your goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include your philosophy for how individuals with disabilities learn and should be taught. Students may revise their philosophy paper written in SED 502.

Professional Growth Plan

Students will develop or revise their Professional Growth Plan (PGP). Forms can be located on the School of Education web page at www.campbellsville.edu/mase. If currently teaching, you may use the plan you have submitted to your district.

Research Paper

Write a five-page paper on one of the exceptionalities covered in the textbook or a topic of your own choosing with the approval of the instructor. The paper should be written in APA format, and the five pages do not include the cover page, abstract, bibliography, etc. online at http://www.campbellsville.edu/library.

****Key Assignment for Social Work Students****

Family Resource Centers in Schools

The role of the Family Resource Center Coordinator

Coordination of programs with the community

Collaboration with Special Education Teachers

Mentoring Special Education Students

Connecting Families with the school and its resources

The Evolving World of Social Work in the Schools

Reading Responses

Students will write responses to question-items related to assigned readings. Responses should be complete and free of errors.

RUBRICS:

Rubric for Class Participation

Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
- Present for all classes with exception of emergencies. - Logs in on time and attends throughout period - Participates 4-5 times during discussions - Contributes thoughtful remarks and questions - Comments extend the interactions between candidates - All Discussion Forums completed before class starts weekly	- Present for most classes (missing 1 class) - Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. - Some contributions to discussion - All Discussion Forums completed	- Present for class but no advance preparation as evidenced in discussion responses - Superficial responses in class or on discussion boards 5-7 Discussion Forums completed	- Absent from class without any communication to professor - Comments and postings minimal or absent 1-4 Discussion Forums Completed

Rubric for all other Assignments

0 pts. (1)	70pts. (2)	80pts. (3)	90pts. (4)	100 pts. (5)
Student did not complete assignment.	The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization.	1-2 of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed.	3-4 directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed.	All Directions are followed. Assignment meets length requirement. Assignment is well organized and does not contain any grammatical errors. All content required for assignment is addressed.

Grading System

Course Grading Scale
93 - 100% = A
86 -   92% = B
79 -   85% = C
72 -   78% = D
Below 72   = F

Assignments   Points

Book/ Movie Review   50
Characteristics/Team Assignment   50
Class Participation   80
Court Case Review   25
Discussion Forums   40
Field Experience   100
Goals & Objectives   10
IEP Report/ Team Assignment   50
Philosophy Final   55
Pre-Professional Growth Plan   25
Reading Responses   90
Research Topic & Paper   235
Start Here & Introduction   10

Total: 820

Disability Statement:

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

**** School of Education Attendance Policy:****

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed

class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.
Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

*Student Academic Progress
(SAP)*

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

References

Allen-Meares, P. (2010). *Social work service in schools* (6th ed.). Boston, MA: Pearson.

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Children, A., Sands, J. R., & Pope, S. T. (2009). Designing challenging curriculum: Backward design. *TEACHING Exceptional Children, 41*(5), 6-14.

Cohen, L. G., & Spenciner, L. J. (2014). *Assessment of children and youth with special needs (*4th ed*.).* Boston, MA: Allyn and Bacon.

Dell, A. G., Newton, D., & Petroff, J. (2012). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities* (2nd Ed.). Boston MA: Pearson Education.

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Massat, C. R. (2010, September). School Social Work Journal, 35(1).

Mercer, C. D, Mercer, A. R., & Pullen, P. (2011). *Teaching students with learning problems* (8th Ed.). Columbus, OH: Pearson.

Payne, R. K. (2005). A framework for understanding poverty (4th ed.). Highlands, TX: aha! Process, Inc.

Payne, R. K. (2008). A framework for understanding poverty workbook: Modules 1-7 (3rd ed.). Highlands, TX: aha! Process, Inc.

Roberts, J. L., & Inman, T. F. (2009). *Strategies for differentiating instruction: Best practices for the classroom* (2nd Ed.). Waco, TX: Prufrock Press.

SWK 626- Advanced Practice with Children and Families (Generalist)

Catalog Description

Theories, methods, and techniques of intervention with children and families are the focus of this course. Emphasis is placed on a multidimensional view of intervention with family systems, giving attention to the social development of the family along with cognitive, behavioral, organic, educational, and environmental issues. Coordination of services with agencies, treatment and assessment instruments with his population are introduced and utilized within this course.

Required Materials

Gehart, D. (2016). Theory and Treatment Planning in Family Therapy. Pacific Grove, CA: Brooks/Cole.

Course Competencies, Practice Behaviors & Dimensions

Competency 1: Demonstrate Ethical and Professional Behavior
A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude. (Quizzes/Final, Treatment Plan, Theory Paper)
Competency 2: Engage Diversity and Difference in Practice
A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups. (Quizzes/Final, Homework, Theory Paper)
A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies. (Quizzes/Final, Homework, Theory Paper)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes. (Quizzes/Final, Homework, Theory Paper)
A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model. (Quizzes/Final, Treatment Plan, Theory Paper)
A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies. (Quizzes/Final, Treatment Plan, Theory Paper)
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

A7.1 Articulates and demonstrates the influence theory has on assessment process. (Quizzes/Final, Treatment Plan, Theory Paper)

A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model. (Quizzes/Final, Treatment Plan, Theory Paper)

A7.3 Design appropriate assessment and planning strategies that empower service recipients. (Quizzes/Final, Treatment Plan, Theory Paper)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model. (Quizzes/Final, Treatment Plan, Theory Paper)

A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice. (Quizzes/Final, Treatment Plan, Theory Paper)

Course Dimensions

Within each competency, there are dimensions necessary for learning and developing the competence and practice behaviors for application in social work practice. The dimensions are indicated using the following key:

- **Knowledge (K) –** indicates location in which necessary knowledge is present that is necessary to achieve a given competency
- **Values (V)** – indicates location in which values are learned and practiced in order to demonstrate adherence to SWK values
- **Skills (S)** – indicates location in which skills are learned and/or demonstrated in order to achieve a given competency
- **Cognitive and Affective Reactions and Processes (C/A)** – indicates location in which knowledge is learned or skills are demonstrated in practicing critical thinking, affective reactions and judgment
-

Evaluation and Grading Scale
Assignment Values – Points Possible

Treatment Plans	150 points
Discussion Forums	100 points
Quizzes	40 points
Theory Paper	120 points
Final Exam	100 points
Total points	510 points

Grading Scale

A (93-100%) Outstanding/Superior

B (85-92%) Good

C (79-84%) Fair

D (70-78%) Poor

F (below 70%) Very Poor

Assignment Descriptions and Points Values
Treatment Plans (150 points total)
Treatment Plans for Case Vignettes (50 points EACH)
- Treatment Plan Templates (template will be provided) should be thoroughly completed based on the case provided. Please attach your treatment plan in the weekly assignment.
- Treatment Plans are due each **Tuesday before midnight.**

Discussion Forums/Homework (100 points total)
Weekly Forums– to be completed weekly according to the rubric provided. Please be mindful of word count, grammar, spelling, and citing of sources in original posts.
Initial – Original posts are due **Tuesday before midnight**
Response to Peers – to be completed weekly on 2 peers posts according the rubric provided. Please be mindful of word count, grammar, spelling, and citing of sources in responses. Responses to peers (2) – are due **Thursday before midnight.**
Quiz 1 (10 points)
Quiz 2 (10 points)
Quiz 3 (10 points)
Quiz 4 (10 points)
Quizzes may contain questions related to the text, videos, lecture, or assigned articles. Each quiz is to be completed on the week they are due **Thursday before midnight.**

Theory Paper (120 points total) Due **Tuesday before midnight**
Students will develop a paper (3 documents due to use of templates) examining the application of a theory of their choice. Instructions are as follows:
1. **Vignette**: Students will identify a relational issue in their personal life and will develop a brief, one-paragraph vignette, revealing only information that they are comfortable revealing. The case must be relational but maybe a couple or family depending on the theory of choice. [Note: this assignment may be modified and you may use a case example/clients you are currently seeing or you may choose the provided vignette rather than an issue from your personal life]

2. **Select Theory**: Students will choose one theory from the following: Systemic, Structural, Satir Growth Model, Symbolic-Experiential, EFT (for couples' case), Intergenerational, Psychodynamic, Collaborative, or Narrative. Students will then describe the theory of choice as well as discuss why they selected this theory based on the vignette they describe.

Citations: Students will need to cite 5 original academic sources for the theory chosen for the treatment plan (academic articles or books—online web and wiki pages will not count towards this total). Citations should be included to support the theory of choice.

3. **Cross-Theory Case Conceptualization:** Assess your vignette using the Case Conceptualization template provided; this will be scored using the rubric (Review Chapter 17 for assistance and

information regarding completion of the Cross-Theory Case Conceptualization). Remember that this is a Cross-Theory Case Conceptualization so you will complete the entire document no matter what theory you have chosen for your treatment modality.

4. **Proposed Treatment Plan - Theory Specific**: Develop a treatment plan using the Treatment Plan template provided and applying to the theory of choice; the rubric will be used to score the assignment. Each treatment plan should be designed using the single theory of choice, e.g., Solution-Focused, Structural, Systemic, etc.

One Last Hint: Make sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain theories.

Approximate time to complete: 30-40 hours depending on the understanding of material and writing ability.

Format Instructions
All assignments must be typed in accordance with the current edition of the APA Publication Manual. Additionally, students should use the following guidelines:

- The papers must be double-spaced in 12 point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."
- Students are encouraged to use headers to structure their papers. Please use the format for two levels of headers (APA 6th ed.)
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

Final Exam (100 points)
The final exam is designed to be a culminating experience for the class to solidify the knowledge that has been presented over the course of the term. The exam will be multiple-choice and cumulative, in the hope that it will give students some preparation for the licensing exam.
Due **Thursday before midnight** (two attempts will be permitted).

Attendance Policy

Online 8 Week Terms
Online students must participate weekly in the course. Participation is defined as logging into the course during the week (Course week begins on Monday and ends on Sunday)

After one week without participation, the student will be issued an official warning regarding attendance. After the second week without participation, the student will be removed from the course based on absences (WA). A WA in a course has the same impact on the student's GPA as a grade of F.

Exceptional Circumstances

In cases of extreme circumstances (hospitalization of student, death in immediate family), the student may contact the instructor and request an exception to the attendance policy. Any exception is at the discretion of the instructor.

Security Statement

For Security concerns, please contact Campus Security: Security Cell Number: 270-403-3611 Security Office Number: 270-789-5555.

Academic Honesty

Definitions

Plagiarism: Copying from another source or individual without attribution; copying large sections or large percentages of a paper from another source or individual.

Cheating: Utilizing source materials or notes, including electronic sources, for closed book tests or assignments; working with other students on individual tests or assignments.

Plagiarism

Plagiarism is considered a serious academic offense at Campbellsville University. It undermines the educational process and, when done intentionally, violates the integrity of the learning community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source. Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source.
- Copying segments from the work of others without giving proper credit.
- Submitting as original work something written entirely by someone else.

Additional points to consider:

- Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words.
- Ideas and observations original to the writer also do not require citation.
- Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Consequences

The consequences for plagiarism or other acts of academic dishonesty include:

- Report of plagiarism made to Dean of the Carver School of Social Work
- A grade of F on the assignment
- A grade of F for the course
- The student is withdrawn from the course by the instructor (with a W grade)

Repeated acts of academic dishonesty can result in suspension or expulsion from the University.

Students in online courses should not collaborate on assignments (including quizzes) unless instructed to do so by the instructor. If you are approached/contacted by another student with a request or offer to collaborate or "help", inform him or her to stop. If the contact persists, contact your instructor.

Late Work Policy

Deadlines are part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. Late work is not accepted. Students may request an exception this policy based on emergency circumstances only (i.e., student hospitalization, death in immediate family, etc.). Any exception to the late work policy is at the discretion of the professor and verification may be required.

Contacting the Instructor

The instructor will be checking into the course several times a week throughout the term. If you need to contact the instructor, please refer to their contact information located on the main course page. Each instructor is available via email or phone call and their role is to answer your questions and concerns.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as, medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

Course Calendar

Assignments are Due at the time indicated – Times reflect Eastern Time Zone.

If you live in a different time zone, please adjust your time accordingly so that your assignment is submitted by the correct time. For example, if an assignment is due at 11:59 pm on the syllabus and you live in the Central Time Zone, your assignment will need to be submitted by 10:59 pm.

Module	Activities and Assignments
Week 1 Introduction to class, competencies **Research and ethical foundations;** **Theory-specific case conceptualization** **and treatment planning** Competency A1.1, A2.1, A6.1, A7.5	Readings: Gehart Chp. 1,2,3 Introduction Homework 1 (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)
Week 2 Foundations of MFT Theories; **Intro to systemic principles; Systemic** **Theories** Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3	Readings: Gehart Chp. 4, 5 QUIZ 1 (A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3 – K) Discussion Forum (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)
Week 3 Strategic Theory; Structural **Theory** Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.5, A8.2, A8.3	Readings: Gehart Chp. 6, 7 Treatment Plan 1 (A1.1 –K,V,S; A2.1 – K,V,S; A2.2 –K,V,S; A6.1 –K,V,S; A6.2 – K,V,S; A6.3 –K,V,S; A7.1 –K,V,S; A7.2 – K,V,S; A7.3 –K,V,S; A7.5 –K,V,S; A8.2 – K,V,S; A8.3 –K,V,S) Discussion Forum (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)
Week 4 Satir Theory; Symbolic **Experiential and IFS Theories** Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3	Read: Gehart Chp.8,9 QUIZ 2 (A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3 – K) Discussion Forum (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)

Week 5 Intergenerational Theories; Behavioral & Cognitive Theories Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.5, A8.2, A8.3	Read: Gehart Chp.10,11 Treatment Plan 2 (A1.1 –K,V,S; A2.1 – K,V,S; A2.2 –K,V,S; A6.1 –K,V,S; A6.2 – K,V,S; A6.3 –K,V,S; A7.1 –K,V,S; A7.2 – K,V,S; A7.3 –K,V,S; A7.5 –K,V,S; A8.2 – K,V,S; A8.3 –K,V,S) Discussion Forum (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)
Week 6 Solution-based Theories; Behavioral & Narrative Theories Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3	Read: Gehart Chp. 12,13 QUIZ 3 (A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3 – K) Treatment Plan 3 (A1.1 –K,V,S; A2.1 – K,V,S; A2.2 –K,V,S; A6.1 –K,V,S; A6.2 – K,V,S; A6.3 –K,V,S; A7.1 –K,V,S; A7.2 – K,V,S; A7.3 –K,V,S; A7.5 –K,V,S; A8.2 – K,V,S; A8.3 –K,V,S) Discussion Forum (A1.1 – K,V; A2.1 – K,V; A2.2 – K,V; A6.1 – K,V; A7.5 – K,V)
Week 7 Collaborative Theory; Evidence-based treatments Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.5, A8.2, A8.3	Read: Gehart Chp.14,15 QUIZ 4 (A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A8.2, A8.3 – K) Theory Paper Due (A1.1 –K,V,S; A2.1 – K,V,S; A2.2 –K,V,S; A6.1 –K,V,S; A6.2 – K,V,S; A6.3 –K,V,S; A7.1 –K,V,S; A7.2 – K,V,S; A7.3 –K,V,S; A7.5 –K,V,S; A8.2 – K,V,S; A8.3 –K,V,S)
Week 8 Competency A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.5, A8.2, A8.3	Final Exam (A1.1, A2.1, A2.2, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.5, A8.2, A8.3 – K,V,S)

This is a Tentative Schedule: Adjustments are at the Instructor's Discretion

SWK 626 Theory Paper

Students will develop a paper (3 documents due to use of templates) examining the application of a theory of their choice. Instructions are as follows:

1. Vignettes: Students will identify a relational issue in their personal life and will develop a brief, one-paragraph vignette, revealing only information that they are comfortable revealing. The case must be relational but maybe a couple or family depending on the theory of choice.

[Note: this assignment can be modified and you may use a case example/clients you are currently seeing or you may choose something you have experience with rather than something from your personal life]

2. Select Theory: Students will choose one theory from the following: Systemic, Structural, Satir Growth Model, Symbolic-Experiential, EFT (for couples' case), Intergenerational, Psychodynamic, Collaborative, or Narrative. Students will then describe the theory of choice as well as discuss why they selected this theory based on the vignette they describe.

Citations: Students will need to cite 5 original academic sources for the theory chosen for the treatment plan (academic articles or books—online web and wiki pages will not count towards this total). Citations should be included to support the theory of choice.

3. Cross-Theory Case Conceptualization: Assess your vignette using the Case Conceptualization template provided; this will be scored using the rubric (Review Chapter 17 for assistance and information regarding completion of the Cross-Theory Case Conceptualization).

4. Proposed Treatment Plan - Theory Specific: Develop a treatment plan using the Treatment Plan template provided and applying to the theory of choice; the rubric will be used to score the assignment. Each treatment plan should be designed using the single theory of choice, e.g., Solution-Focused, Structural, Systemic, etc.

One Last Hint: Make sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain theories.

Approximate time to complete: 30-40 hours depending on the understanding of material and writing ability.

Format Instructions

All assignments must be typed in accordance with the current edition of the APA Publication Manual. Additionally, students should use the following guidelines:

- The papers must be double-spaced in 12 point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."
- Students are encouraged to use headers to structure their papers. Please use the format for two levels of headers (APA 6th ed.)
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

References & Supplemental Readings

Internet Resources
Agency for Healthcare Research and Quality
www.ahrq.gov/

American Academy of Child and Adolescent Psychiatry Resource Center
http://www.aacap.org/cs/resource.centers

American Psychological Association
http://www.apa.org/

Association for Behavioral and Cognitive Therapies
http://www.abct.org

Center for Evidence-Based Practice: Young Children with Challenging Behavior
http://challengingbehavior.fmhi.usf.edu

Child and Adolescent Psychiatry and Mental Health Journal
http://www.ncbi.nlm.nih.gov/pmc/journals/500/

CSWE: Evidence-Based Practice
http://www.cswe.org/CSWE/research/resources/Evidence-Based+Pratice/

Evidence-Based Behavioral Practice (EBBP)
www.ebbp.org

Evidence-Based Mental Health
http://ebmh.bmj.com/

The Evaluation Center's EBP Metabase
http://www.tecathsri.org/ebp_search.asp?stmode=start

Family Voices
http://www.familyvoices.org/home

Healthy Children (Options for Specific Disorders)
http://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/default.aspx

Matrix of Children's Evidence-Based Interventions
http://www.nri-inc.org/reports_pubs/2006/EBPChildrensMatrix2006.pdf

Mental Health America
http://www.mentalhealthamerica.net/

National Association of State Mental Health Program Directors Research Institute (NRI)
www.nri-inc.org/projects/CMHQA/criteria_epb.cfm

National Institute of Mental Health (NIMH)
www.nimh.nih.gov/

National Institute of Mental Health Medications Link
http://www.nimh.nih.gov/health/publications/mental-health-medications/index.shtml

National Registry of Evidence-based Programs and Practices (NREPP)
http://www.nrepp.samhsa.gov/

SAMHSA: A Guide To Evidence-Based Practices (EBP) on The Web
http://www.samhsa.gov/ebpwebguide/index.asp

Social Care Institute for Excellence (SCIE)
www.scie.org.uk

Society for Clinical Child and Adolescent Psychology
http://www.clinicalchildpsychology.org

Suicide Prevention
http://www.samhsa.gov/prevention/suicide.aspx

VA Quality Enhancement Research Initiative (QUERI)
http://www.hsrd.research.va.gov/queri/

What Works in Children's Mental Health
http://www.practicewise.com/web

Resources

Alexander, J.F.; C. Pugh; B.V. Parsons; and T.L. Sexton. 2000. "Functional Family Therapy." In D.S. Elliott (series ed.). Blueprints for Violence Prevention: Book 3, Second Edition. Boulder, Colo.: Center for the Study and Prevention of Violence.

Alvarado, R., and K. Kumpfer. 2000. Strengthening America's Families. Report. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Child Trends. 2000. "Preventing Problems Versus Promoting the Positive: What Do We Want for Our Children?" Research Brief, Washington, DC.

Coordinating Council on Juvenile Justice and Delinquency Prevention. 1999. "Effective Strategies in Parent Training and Family Strengthening." Background Information. Online. www.ojjdp.ncjrs.org/council/1999nov/parent.html.

Dishion, T.J.; K. Kavanagh; and J. Kiesner. 1998. "Prevention of Early Substance Use Among High-Risk Youth: A Multiple Gating Approach to Parent Interventions." In National Conference on Drug Abuse Prevention Research: Presentations, Papers, and Recommendations. Washington, DC: U.S. Government Printing Office, 87–100.

Gomby, Deanna S., Patti L. Culross, and Richard E. Behrman. 1999. "Home Visiting: Recent Program Evaluations—Analysis and Recommendations." The Future of Children, 9(1):4–26. Los Altos, Calif.: Center for the Future of Children.

Greenwood, Peter W. 1999. "Costs and Benefits of Early Childhood Intervention." OJJDP Fact Sheet, #94.

Washington, DC: U.S. Department of Justice, Office of Justice Programs,- OJJDP.

Hawkins, Darnell F., John H. Laub, Janet F. Lauritsen, and Lynn Cothern. 2000. "Race, Ethnicity, and Serious and Violent Juvenile Offending." Juvenile Justice Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programs, OJJDP.

Molgaard, Virginia K., Richard L. Spoth, and Cleve Redmond. 2000."Competency Training, the Strengthening Families Program: For Parents and Youth 10–14." Juvenile Justice Bulletin. Washington, DC: OJJDP.

Simons, R.L.; W. Chao; and R.D. Conger. 2001. "Quality of Parenting as Mediator of the Effect of Childhood Defiance on Adolescent Friendship Choices and Delinquency: A Growth Curve Analysis." Journal of Marriage and the Family 63:63–79.

Stewart, E.; R.L. Simons; R.D. Conger; and L. Scaramella. 2002. "Beyond the Interactional Relationship Between Delinquency and Parenting Practices: The Contribution of Legal Sanctions." Journal of Research in Crime and Delinquency 39(1):36–59.

Videon, T. 2002. "The Effects of Parent–Adolescent Relationships and Parental Separation on Adolescent Well-Being." Journal of Marriage and Family 64:489-503.

SWK 626 Adv. Practice with Children and Families – Theory Paper Rubric

	5 points	4.5	4 points	3.5	3 points	2.5	2 points	1.5	1 point
Theory Discussion – References – APA/Grammar Section									
Theory Discussion A7.1 Articulates and demonstrates the influence theory has on assessment process.	Choice of theory appropriate and supported by evidence. Client configuration appropriate. Specific, meaningful adaptation to diversity factors. Facilitates involvement of all appropriate members of system.	Exceeds 4, but does not meet all criteria for a 5	Choice of theory appropriate and supported by some evidence. Client configuration appropriate. Meaningful adaptation to diversity factors. Facilitates involvement of all appropriate members of system.	Exceeds 3, but does not meet all criteria for a 4	Choice of theory appropriate; minimal evidence given. Client configuration mostly appropriate. Some adaptation to diversity factors. Facilitates involvement of most of the appropriate members of system.	Exceeds 2, but does not meet all criteria for a 3	Choice of theory not appropriate; minimal evidence given. Client configuration mostly inappropriate. Minimal, if any, adaptation to diversity factors. Facilitates involvement of one of the appropriate members of system.	Exceeds 1, but does not meet all criteria for a 2	Choice of theory not appropriate; no evidence given. Client configuration inappropriate. No adaptation to diversity factors. Facilitates involvement of none of the appropriate members of system.
References	References are from 5 peer reviewed and/or scholarly sources. No errors in citing and appropriately cited throughout paper.	Exceeds 4, but does not meet all criteria for a 5	References are from 5 peer reviewed and/or scholarly sources. No errors in citing on reference page. Appropriately cited throughout paper.	Exceeds 3, but does not meet all criteria for a 4	References are from 2-3 peer reviewed and/or scholarly sources but remaining are not. Has total of 5 references. Minimal errors in citing and appropriately cited throughout paper.	Exceeds 2, but does not meet all criteria for a 3	References are not from peer reviewed and/or scholarly sources. Has less than 5 references. Some errors in citing.	Exceeds 1, but does not meet all criteria for a 2	References are not from peer reviewed and/or scholarly sources. Has less than 5 references. Significant errors in citing.

APA/Grammar	Document is exceptionally written. It is written clearly and concisely and guides the reader smoothly through with appropriate transitions and linkages with the content. There are no APA, grammatical or spelling errors. Information from any resources was used/cited appropriately. No direct quotes were used.	Exceeds 4, but does not meet all criteria for a 5	Document is well written and organized in a readable format with specific headings and subheadings to guide the reader. All APA guidelines were followed. There are no typos or grammatical errors. Writer followed all mechanical guidelines provided by instructor.	Exceeds 3, but does not meet all criteria for a 4	Minimal errors in relation to APA, grammar, and spelling. No major APA violations. Some organizational techniques/styles noted in writing to guide the reader.	Exceeds 2, but does not meet all criteria for a 3	One-two major APA violations and/or several minor violations. General direction in writing noted; however, style appears choppy or disconnected. Headings are misused and do no facilitate the organization of the assignment. Outside resources were used; however, either were not used or cited appropriately and/or they were not scholarly resources.	Exceeds 1, but does not meet all criteria for a 2	Numerous APA, spelling and/or grammatical errors. Difficult to follow logic of ideas in document. Failed to abide by the majority of mechanical guidelines provided by the instructor. Outside resources were not used appropriately. Direct quotes were used.

Case Conceptualization Section									
Introduction	Detailed introduction that identifies client, age, ethnicity, occupation, grade, etc for all members of the system. Descriptions useful for understanding the problem.	Exceeds 4, but does not meet all criteria for a 5	Introduction that identifies client, age, ethnicity, occupation, grade, etc for all members of the system. Descriptions useful for understanding the problem.	Exceeds 3, but does not meet all criteria for a 4	Introduction that identifies most of the information (client, age, ethnicity, occupation, grade, etc) for all members of the system. Descriptions somewhat useful for understanding the problem.	Exceeds 2, but does not meet all criteria for a 3	Introduction that identifies minimal information (client, age, ethnicity, occupation, grade, etc) for all members of the system. Descriptions not useful for understanding the problem.	Exceeds 1, but does not meet all criteria for a 2	Introduction of client and system as well as description of problem are not present.

Presenting Concern	Descriptions provide detailed, fair description of all stakeholder's views. Thoughtful identification of stakeholders. Word choice conveys empathy with all perspectives. Begins to build clear conceptualization.	Exceeds 4, but does not meet all criteria for a 5	Descriptions provide, fair description of all stakeholder's views. Identification of stakeholders. Word choice conveys empathy with most perspectives. Begins to build conceptualization.	Exceeds 3, but does not meet all criteria for a 4	Descriptions provide, description of most stakeholder's views. Identification of majority of stakeholders. Word choice conveys empathy with some perspectives. Begins to build conceptualization.	Exceeds 2, but does not meet all criteria for a 3	Descriptions provide, description of few stakeholder's views. Identification of minority of stakeholders. Word choice conveys minimal empathy with one perspectives.	Exceeds 1, but does not meet all criteria for a 2	Descriptions provide no identification of stakeholder's views. Identification of none of the stakeholders. Word choice conveys no empathy with perspectives.
Background A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.	Skillfully discusses trauma, substance issues, and significant history. Includes detailed summary of recent and past events. Begins to build clear conceptualization.	Exceeds 4, but does not meet all criteria for a 5	Discusses trauma, substance issues, and significant history. Includes summary of recent and past events. Begins to build conceptualization.	Exceeds 3, but does not meet all criteria for a 4	Discusses trauma, substance issues, and most significant history. Includes minimal summary of recent and past events. Begins to build conceptualization.	Exceeds 2, but does not meet all criteria for a 3	States trauma, substance issues, and most significant history without discussion. Includes minimal summary of recent and past events. Minimal contribution to conceptualization.	Exceeds 1, but does not meet all criteria for a 2	No discussion of trauma, substance issues, and significant history. Does not include summary of recent and past events. No contribution to conceptualization.
Strength and Diversity A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.	Detailed and useful description of all forms of strengths for all members. Meaningful discussion of diversity resources and limitations as it relates to all members.	Exceeds 4, but does not meet all criteria for a 5	Useful description of all forms of strengths for all members. Discussion of diversity resources and limitations as it relates to all members.	Exceeds 3, but does not meet all criteria for a 4	Useful description of most forms of strengths for some members. Discussion of diversity resources and limitations as it relates to some members.	Exceeds 2, but does not meet all criteria for a 3	Description of 1-2 forms of strengths for minority members. Discussion of diversity resources and limitations as it relates to one member.	Exceeds 1, but does not meet all criteria for a 2	No description of strengths for members. No discussion of diversity resources and limitations as it relates to any member.

Family Structure	Detailed and sophisticated assessment of: - Family life cycle - Style of relating - Boundaries -Triangles/Coalition - Hierarchy - Complementary patterns - Communication stances - Divorce Indicators	Exceeds 4, but does not meet all criteria for a 5	Detailed assessment of: - Family life cycle - Style of relating - Boundaries -Triangles/Coalition - Hierarchy - Complementary patterns - Communication stances - Divorce Indicators	Exceeds 3, but does not meet all criteria for a 4	Assessment of: - Family life cycle - Style of relating - Boundaries -Triangles/Coalition - Hierarchy - Complementary patterns - Communication stances - Divorce Indicators	Exceeds 2, but does not meet all criteria for a 3	Minimal assessment of: - Family life cycle - Style of relating - Boundaries -Triangles/Coalition - Hierarchy - Complementary patterns - Communication stances - Divorce Indicators	Exceeds 1, but does not meet all criteria for a 2	No assessment of: - Family life cycle - Style of relating - Boundaries -Triangles/Coalition - Hierarchy - Complementary patterns - Communication stances - Divorce Indicators
Interactional Patterns	Develops consistent, insightful conceptualization of dynamics. Detailed, insightful description of interaction sequence. Detailed, insightful systemic hypothesis. No member blamed. All members addressed.	Exceeds 4, but does not meet all criteria for a 5	Develops consistent, conceptualization of dynamics. Detailed, description of interaction sequence. Detailed, systemic hypothesis. No member blamed. All members addressed.	Exceeds 3, but does not meet all criteria for a 4	Develops mostly consistent, conceptualization of dynamics. Description of interaction sequence. Systemic hypothesis. Most members addressed.	Exceeds 2, but does not meet all criteria for a 3	Develops a conceptualization of dynamics that is lacking information. Minimal description of interaction sequence. Minimal systemic hypothesis. Few members addressed.	Exceeds 1, but does not meet all criteria for a 2	No conceptualization of dynamics. No description of interaction sequence. No systemic hypothesis. One member addressed.

Genogram	Detailed genogram with most relevant information including relational patterns, occupations, medical and abuse history. Tracks patterns related to presenting problem. No format errors. Key included.	Exceeds 4, but does not meet all criteria for a 5	Genogram with most relevant information including relational patterns, occupations, medical and abuse history. Tracks patterns related to presenting problem. Few if any format errors. Key included.	Exceeds 3, but does not meet all criteria for a 4	Genogram with most relevant information including relational patterns, occupations, medical and abuse history. Patterns related to presenting problem. Some format errors. Key included.	Exceeds 2, but does not meet all criteria for a 3	Genogram with some relevant information including relational patterns, occupations, medical and abuse history. Minimal patterns related to presenting problem. Multiple format errors. No key included.	Exceeds 1, but does not meet all criteria for a 2	Genogram not present or no relevant information or patterns related to presenting problem. No key included.
Intergenerational	Detailed description of significant intergenerational patterns. Consistent with rest of the assessment. All members of the system are addressed. Detailed description that supports assessed attachment patterns	Exceeds 4, but does not meet all criteria for a 5	Description of significant intergenerational patterns. Consistent with rest of the assessment. All members of the system are addressed. Description that supports assessed attachment patterns.	Exceeds 3, but does not meet all criteria for a 4	Description of majority of intergenerational patterns. Mostly consistent with rest of the assessment. Majority of members of the system are addressed. Description that supports most of the assessed attachment patterns.	Exceeds 2, but does not meet all criteria for a 3	Description of some of intergenerational patterns. Minimally consistent with rest of the assessment. Few of members of the system are addressed. Description that supports few of the assessed attachment patterns.	Exceeds 1, but does not meet all criteria for a 2	No description of intergenerational patterns. Not consistent with rest of the assessment. One of members of the system is addressed. No description that supports assessed attachment patterns

Solution-Focused A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.	Detailed description of failed solutions and expectations. Positively stated, behavioral answers to miracle question. Clear implications for intervention. Detailed use with each member of the system.	Exceeds 4, but does not meet all criteria for a 5	Description of failed solutions and expectations. Positively stated, behavioral answers to miracle question. Implications for intervention. Use with each member of the system.	Exceeds 3, but does not meet all criteria for a 4	Description of one failed solution and expectation. Behavioral answers to miracle question. Some implications for intervention. Use with majority of members of the system.	Exceeds 2, but does not meet all criteria for a 3	Minimal description of one failed solution and expectation or none stated. None behavioral answers to miracle question. Few implications for intervention. Use with one of members of the system.	Exceeds 1, but does not meet all criteria for a 2	No description of failed solutions and expectations. Miracle question not answered. No implications for intervention.
Discourse A2.2 Apply self-awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.	Detailed, insightful description of each type of discourse. Identifies how discourses shape identity and problem formation. Sophisticated understanding of diversity issues.	Exceeds 4, but does not meet all criteria for a 5	Detailed description of each type of discourse. Identifies how discourses shape identity and problem formation. Understanding of diversity issues.	Exceeds 3, but does not meet all criteria for a 4	Description of majority of the types of discourse. Identifies how some of the discourses shape identity and problem formation. Some understanding of diversity issues.	Exceeds 2, but does not meet all criteria for a 3	Description of one of the types of discourse. Identifies how one of the discourses shape identity and problem formation. Minimal understanding of diversity issues.	Exceeds 1, but does not meet all criteria for a 2	No description of types of discourse. Does not identify how the discourses shape identity and problem formation. No understanding of diversity issues.

Client Perspective A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies	Detailed description of areas of agreement and disagreement. Notable insight into how client views process. Understanding of capabilities of client beyond what is stated.	Exceeds 4, but does not meet all criteria for a 5	Description of areas of agreement and disagreement. Insight into how client views process. Understanding of capabilities of client beyond what is stated.	Exceeds 3, but does not meet all criteria for a 4	Description of areas of agreement and disagreement. Some insight into how client views process. Understanding of capabilities of client as to what is stated.	Exceeds 2, but does not meet all criteria for a 3	Minimal description of areas of agreement and disagreement. Some insight into how client views process. Minimal understanding of capabilities of client as to what is stated.	Exceeds 1, but does not meet all criteria for a 2	No description of areas of agreement and disagreement. No insight into how client views process. No understanding of capabilities of client.
Overall Conceptualization: Quality of Assessment	Systematically integrates available information to develop a clinically relevant conceptualization. Consistent throughout. Sophisticated depiction of system functioning. Provides clear focus for treatment.	Exceeds 4, but does not meet all criteria for a 5	Integrates available information to develop a clinically relevant conceptualization. Consistent throughout. Depiction of system functioning. Provides focus for treatment.	Exceeds 3, but does not meet all criteria for a 4	Integrates majority of available information to develop a clinically relevant conceptualization. 1-2 inconsistent statements throughout. Mostly clear depiction of system functioning. Provides some focus for treatment.	Exceeds 2, but does not meet all criteria for a 3	Integrates minimal available information to develop a clinically relevant conceptualization. 2 or more inconsistent statements throughout. Minimally clear depiction of system functioning. Provides minimal focus for treatment.	Exceeds 1, but does not meet all criteria for a 2	Integrates no available information to develop a clinically relevant conceptualization. Inconsistent statements throughout. Not clear depiction of system functioning. Provides no focus for treatment.
				Treatment Plan Section					

Use of theory A7.1 Articulates and demonstrates the influence theory has on assessment process.	Detailed, theory specific strategies utilized in each phase. Specific, meaningful adaptation to diversity factors. Facilitates involvement of all appropriate members of system.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific strategies utilized in each phase. Specific, adaptation to diversity factors. Facilitates involvement of all appropriate members of system.	Exceeds 3, but does not meet all criteria for a 4	Some theory-specific strategies utilized in each phase. Some adaptation to diversity factors. Facilitates involvement of some but not all appropriate members of system.	Exceeds 2, but does not meet all criteria for a 3	Non theory-specific strategies utilized. Minimal adaptation to diversity factors. Facilitates involvement of one – two but not all members of the appropriate members of system.	Exceeds 1, but does not meet all criteria for a 2	Non theory-specific initial assessment. No adaptation and consideration of diversity. Nonspecific to the case. Goals and objectives address no issue related to case.
Initial Phase A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.	Comprehensive, theory-specific initial assessment. Specific, meaningful adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific initial assessment. Specific, adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific initial assessment. Some adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 2, but does not meet all criteria for a 3	Non theory-specific initial assessment. Some adaptation and consideration of diversity. Nonspecific to the case. Goals and objectives address some issue.	Exceeds 1, but does not meet all criteria for a 2	Non-theory-specific working phase topics explored. No adaptation and consideration of diversity. Nonspecific to the case. Goals and objectives address issues not be related to the case.
Working Phase A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.	Comprehensive, theory-specific working phase topics explored. Specific, meaningful adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific working phase topics explored. Specific, adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific working phase topics explored. Some adaptation and consideration of diversity. Specific to the case. Goals and objectives address issues related to case.	Exceeds 2, but does not meet all criteria for a 3	Non-theory-specific working phase topics explored. Minimal adaptation and consideration of diversity. Nonspecific to the case. Goals and objectives address issues but may or may not be related to the case.		Non-theory-specific closing phase options explored. No adaptation and consideration of diversity. Nonspecific to the case. Goals and

Closing Phase A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.	Comprehensive, theory-specific closing phase options. Specific, meaningful adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific closing phase options. Specific, adaptation and consideration of diversity. Specific to the case. Goals and objectives address key issue.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific closing phase options. Some adaptation and consideration of diversity. Specific to the case. Goals and objectives address issues related to case.	Exceeds 2, but does not meet all criteria for a 3	Non-theory-specific closing phase options explored. Minimal adaptation and consideration of diversity. Nonspecific to the case. Goals and objectives address issues but may or may not be related to the case.		objectives address issues not be related to the case.
Goals A7.3 Design appropriate assessment and planning strategies that empower service recipients.	Theory-specific and reveal understanding of key concepts. MEASURABLE. Clear progression from initial, working, to closing phase. Addresses all identified problems. Case specific. Goals go beyond samples in the text.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific and show some understanding of key concepts. MEASURABLE. Progression from initial, working, to closing phase. Addresses identified problems. Case specific. Goals go beyond samples in the text.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific and some understanding of key concepts. MEASURABLE. Some progression from initial, working, to closing phase. Addresses some of the identified problems. Case specific. Goals go beyond samples in the text.	Exceeds 2, but does not meet all criteria for a 3	Non-theory specific and shows minimal understanding of key concepts. NOT MEASURABLE. Minimal progression through initial, working, and closing phases. May or may not be case specific. Similar to samples in text.	Exceeds 1, but does not meet all criteria for a 2	Non-theory specific and shows no understanding of key concepts. NOT MEASURABLE. No progression through initial, working, and closing phases. Not case specific. Same as samples in text.

Interventions A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.	Theory-specific and reveal understanding of key concepts. Clearly related to goal. Detailed and tailored to client. Addresses all identified problems and includes all members of client system. Case specific. Go beyond samples in the text.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific and show some understanding of key concepts. Related to goal. Detailed to client. Addresses identified problems. Case specific. Goals go beyond samples in the text.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific and some understanding of key concepts. Somewhat related to goal. Some detailed to client. Addresses some of the identified problems. Case specific. Goals go beyond samples in the text.	Exceeds 2, but does not meet all criteria for a 3	Non-theory specific and shows minimal understanding of key concepts. Minimally related to goal. May or may not be case specific. Similar to samples in text.	Exceeds 1, but does not meet all criteria for a 2	Non-theory specific and shows no understanding of key concepts. Not related to goal. Not case specific. Same as samples in text.
Aftercare Plan A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.	Theory-specific, client specific, practical and realistic. Addresses all identified problems and includes all members of client system. Case specific. Strength-based. Goes beyond samples in the text.	Exceeds 4, but does not meet all criteria for a 5	Theory-specific, client specific, practical and realistic. Addresses identified problems and includes most members of client system. Case specific. Mostly Strength- based. Goes beyond samples in the text.	Exceeds 3, but does not meet all criteria for a 4	Theory-specific, minimal client specific, some practical and realistic applications. Addresses some identified problems and includes some members of client system. Case specific. Somewhat strength-based. Goes beyond samples in the text.	Exceeds 2, but does not meet all criteria for a 3	Non theory-specific, not client specific, minimally practical and realistic. Addresses a few of the identified problems and includes some member of client system. Does not focus on strengths. Is the similar as the samples in the text.	Exceeds 1, but does not meet all criteria for a 2	Non theory-specific, not client specific, not practical and realistic. Addresses none of the identified problems and includes one member of client system. No strengths mentioned. Is the same as the samples in the text.
Client Perspective	Detailed description of areas of	Exceeds 4, but	Description of areas of agreement and	Exceeds 3, but	Description of areas of agreement and	Exceeds 2, but	Minimal description of areas of	Exceeds 1, but	No description of areas of agreement

A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies	agreement and disagreement. Notable insight into how client views process. Understanding of capabilities of client beyond what is stated.	does not meet all criteria for a 5	disagreement. Insight into how client views process. Understanding of capabilities of client beyond what is stated.	does not meet all criteria for a 4	disagreement. Some insight into how client views process. Understanding of capabilities of client as to what is stated.	does not meet all criteria for a 3	agreement and disagreement. Some insight into how client views process. Minimal understanding of capabilities of client as to what is stated.	does not meet all criteria for a 2	and disagreement. No insight into how client views process. No understanding of capabilities of client.
Overall Plan	Demonstrates understanding of theory and applies appropriately. Plan clearly in accordance with practice setting, legal, and professional requirements. Demonstrates clear understanding of the risks, benefits of treatment.	Exceeds 4, but does not meet all criteria for a 5	Demonstrates understanding of theory and applies appropriately. Plan in accordance with practice setting, legal, and professional requirements. Demonstrates understanding of the risks, benefits of treatment.	Exceeds 3, but does not meet all criteria for a 4	Demonstrates some understanding of theory and applies appropriately. Plan mostly in accordance with practice setting, legal, and professional requirements. Demonstrates some understanding of the risks, benefits of treatment.	Exceeds 2, but does not meet all criteria for a 3	Demonstrates minimal understanding of theory and applies portions appropriately. Plan minimally in accordance with practice setting, legal, and professional requirements. Demonstrates minimal understanding of the risks, benefits of treatment.	Exceeds 1, but does not meet all criteria for a 2	Demonstrates no understanding of theory and does not apply. Plan not in accordance with practice setting, legal, and professional requirements. Demonstrates no understanding of the risks, benefits of treatment.

Campbellsville University
Carver School of Social Work and Counseling
SWK 686: Social Work in the School Setting
Online

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Course Description: This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting. Emphasis is placed on educational mandates, family-centered services/practice, cross-cultural practices, and collaboration with the child welfare system, crisis intervention, group planning, attendance, bullying /harassment, and developing interventions for the desired school community.

Advanced Generalist Competencies and Practice Behaviors: Upon completion of this course, students will be prepared to:

1. **Demonstrate Ethical and Professional Behavior**
   A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude. *(classroom participation, quizzes/exam, homework assignments, **presentation & brochure**)*
   A1.2 Demonstrate professional and ethical social work conduct in all levels of practice. *(quizzes/exam, homework assignments, **presentation & brochure**)*
   A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios. *(classroom participation, homework assignments)*
   A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention. *(classroom participation, quizzes/exam, homework assignments)*

2. **Engage Diversity and Difference in Practice**
   A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups. *(classroom participation, field observation experience)*
   A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies. *(classroom participation, homework assignments, field observation experience)*

3. **Advance Human Rights and Social, Economic, and Environmental Justice**
   A3.1 Demonstrate effective and diplomatic skills in advocacy. *(classroom participation, quizzes/exam, homework assignments, **presentation & brochure**)*
   A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated. *(quizzes/exam, homework assignments)*
   A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights. *(quizzes/exam, homework assignments)*
4. **Engage in Practice-Informed Research and Research-Informed Practice**
   A4.1 Appraise, evaluate, and propose various methods of program evaluation. *(classroom participation, critical reflection assignment)*
   A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies. *(classroom participation, quizzes/exam, homework assignments, **presentation & brochure**)*
   A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research. *(critical reflection assignment)*
5. **Engage in Policy Practice**
   A5.1 Demonstrate leadership in the organizational change process. *(classroom participation, field observation experience, **presentation & brochure**)*
   A5.2 Evaluate the impact (intended and unintended) of global polices and regulations. *(classroom participation, quizzes/exam)*
   A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice. *(homework assignments, **presentation & brochure**)*
6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes. *(classroom participation, quizzes/exam, **presentation & brochure**)*
   A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model. *(classroom participation, quizzes/exam)*
   A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies. *(classroom participation, quizzes/exam)*
7. **Assess Individuals, Families, Groups, Organizations, and Communities**

A7.1 Articulates and demonstrates the influence theory has on assessment process. *(classroom participation, homework assignments)*

A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model. *(classroom participation, homework assignments)*

A7.3 Design appropriate assessment and planning strategies that empower service recipients. *(classroom participation, homework assignments)*

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

A8.1 Utilize leadership skills to promote sustainable change in the intervention process. *(classroom participation, quizzes/exam, homework assignments, field observation experience, **presentation & brochure**)*

A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model. *(classroom participation, quizzes/exam, homework assignments, field observation experience)*

A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice. (*field observation experience*)

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities. *(classroom participation, quizzes/exam, homework assignments)*

A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome. *(classroom participation, quizzes/exam, homework assignments)*

NASW Standards for School Social Work

Standard 1. Ethics and Values School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Standard 2. Qualifications School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Standard 3. Assessment School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Standard 4. Intervention School social workers shall understand and use evidence-informed practices in their interventions.

Standard 5. Decision Making and Practice Evaluation School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Standard 6. Record Keeping School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Standard 7. Workload Management School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

Standard 8. Professional Development School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Standard 9. Cultural Competence School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Standard 10. Interdisciplinary Leadership and Collaboration School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Standard 11. Advocacy School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Text: Massat, C.R., Kelly, M.S., & Constable, R. (2016). *School Social Work: Practice, Policy, and Research* (8th Ed.). Chicago, IL: Lyceum Books, Inc.

Gruwell, E. (2007). *Teach With Your Heart: Lessons I Learned from the Freedom Writers*. New York, NY: Broadway Books.

McCoy, R. D. (2017). *A Practitioner's Guide: The Fundamentals of School Social Work*. Lexington, KY: (n.p.).

Movie: *Freedom Writers* (Available on Netflix, Amazon.com movie rental, etc.)

Module/Week 1	Required Readings
TOPIC Introduction to School Social Work Movie: *Freedom Writers* The Role of the School Social Worker The Characteristic Focus of the School Social Worker in the Public Schools Competency # A1.4, A3.1. A3.2, A3.3, A5.3 SSW Standard #1 & 2	<u>**Required Readings**</u> • Chapters 1 & 2 • *Teach With Your Heart* Ch. 1-10 • *A Practitioner's Guide* Preface, Intro,& Ch. 1 <u>**Assignment**</u> • View Movie – *Freedom Writers* **If you've already seen it. Watch it again!!!!** • *Freedom Writers* reflection paper • Quiz #1 • Discussion Question Post & Peer Reviews
Module/Week 2 **TOPIC** Evidence-Informed Practice in the Real World of School Social Work The Process of Ethical Decision Making in School Social Work Ethical & Legal Complexities of Confidentiality for School Social Workers Record Keeping for School Social Workers Competency # A1.2, A1.3, A1.4, A2.1, A4.2, A5.2, A7.3 SSW Standard #1, 6, & 9	<u>**Required Readings**</u> • Chapter 4, 6 & 7 • *Teach With Your Heart* Ch. 11-20 • *A Practitioner's Guide* Ch. 2 • *Managing School Social Work Records* • View: *Ethical Issues in Record Keeping for School Social Workers* <u>**Assignment**</u> • Quiz #2 • Discussion Question Post & Peer Reviews • Review & write a detailed analysis of school social work record keeping best practices
Module/Week 3 **TOPIC** Educational Mandates for Children with Disabilities: School Policies, Case Law, and the School Social Worker Policy and Law Affecting School Social Work with Vulnerable Populations Bullying and Sexual Harassment in Schools Competency A6.1, A6.2, A6.3 SSW Standard #4	<u>**Required Readings**</u> • Chapter 9, 12 & 13 • *Teach With Your Heart* Ch. 21-30 • *A Practitioner's Guide* Ch. 3 <u>**Assignment**</u> • Quiz #3 • Discussion Question Post & Peer Reviews

Module/Week 4 **TOPIC** School Social Workers and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services Needs Assessment: A Tool of Policy Practice in School Social Work Competency # A2.2, A4.1, A4.2, A7.1, A7.2, A7.3, A9.1 SSW Standard #3, 5, 6 & 8	**Required Readings** • Chapters 15 & 17 • *Teach With Your Heart Ch. 31-38* • *A Practitioner's Guide Ch. 4* **Assignments** • Quiz #4 • Discussion Question Post & Peer Reviews • *Teach With Your Heart* **Book Report** *(Note: A book report is different than a book review.)*
Module/Week 5 **TOPIC** Policy Practice for School Social Workers Policy Development and the School Social Worker School Social Worker Workload Management Competency # A3.1, A4.3, A8.1 SSW Standard #5, 7, 9 & 11	**Required Readings** • Chapters 19 & 22 • *A Practitioner's Guide* Ch. 5 • *Workload verses Caseload: Changing the Conversation* • *Caseload and Workload Management* **Assignments** • Quiz #5 • Discussion Question Post & Peer Reviews • Write a detailed reflection and analysis of school social worker workload management
Module/Week 6 **TOPIC** Making School Social Work Visible, Viable, and Valued Developing Safe, Responsive, and Respectful School Communities: Evidence-Informed Tier 1 Interventions **Competency # A1.1, A1.2, A1.3, A3.1, A4.2, A5.1, A5.3, A6.1, A8.1** **SSW Standard #2, 10 & 11**	**Required Readings** • Chapters 23 & 24 • *A Practitioner's Guide* Ch. 6 **Assignments** • Quiz #6 • Discussion Question Post & Peer Reviews • Review: School Social Work Certification in Kentucky • **School Social Work Presentation & Brochure**

Module/Week 7 **TOPIC** Evidence-Informed Tier 2 Behavioral Interventions for At-Risk Students Working with Groups in Schools: Planning for and Working with Group Process Competency #A2.1, A2.2, A8.2, A9.2 SSW Standard # 4, 7, 8 & 9	**Required Readings** • Chapters 26 & 28 • *A Practitioner's Guide* Ch. 7 **Assignments** • Quiz #7 • Discussion Question Post & Peer Reviews
Module/Week 8 **TOPIC** School Social Work Practice with Families of At-Risk Students Evidence-Informed Mental Health Practice in Schools Competency #A2.1, A2.2, A4.3, A5.1, A8.3 SSW Standard #3, 4, 8 & 10	**Required Readings** • Chapters 30 & 32 **Assignments** • Comprehensive Final Exam • Discussion Question Post & Peer Reviews • Classroom Observation & Reflection Paper • *A Practitioner's Guide: The Fundamentals of School Social Work* **Book Review** (Note: A book review is different than a book report.)

Professor reserves the right to change syllabus assignments and/or dates as needed to enhance students' learning experience.

Course Requirements

There will be a total of 345 points that can be earned during the semester. **All writing assignments are to be in APA format.**

1. Discussion Questions & Peer Responses: There is a total of 10 points weekly (80 points total). The professor will assess quality of each student's participation based on:
   a) Student responding knowledgeably to questions from the professor.
   b) Student initiating thoughtful questions based on class assignments and readings.
(See Discussion Forum Rubric AND Due Dates & Times information)

2. Quizzes: The total points for quizzes in this class will equal to 70 possible points and will consist of information from assigned reading and supplemental materials. (10 points each)

3. Final Exam: There will be one final comprehensive exam at the end of the semester. The final exam is worth 50 points.

4. <u>School Social Work Presentation & Brochure</u>: This project will be worth a total of 50 points (PowerPoint = 25 & Brochure = 25). Student will develop a <u>comprehensive</u> school social work program and create a PowerPoint that could be used if trying to convince a local board of education to fund your program. Student will also create a parent/student/staff/community brochure describing all the services of the school social work program. IMPORTANT! This is a comprehensive program and not just one particular service/program you will offer. You will describe every component, aspect and service provided by the school social worker in order to prove the importance and viability of a school social worker. (Please refer to the SSW Assignment Grading Rubric)

5. *Freedom Writers* <u>Reflection Paper</u>: The reflection paper will be worth 10 points. It will be between 2 to 3 pages in length. The reflection paper should address the role of school social work in a school setting. **The paper should identify specific behaviors/interactions highlighted in the movie and the importance/dynamics of the student and teacher/school social worker relationship. (Please keep in mind that I actually expect you to watch the movie! I have watched it numerous times. It's one of my favorite! So, I expect critical thinking!)**

6. <u>Classroom Observation & Reflection Paper</u>: The classroom observation and reflection paper is worth 25 points. Student will observe a classroom setting for approximately one hour using the classroom observation Vanderbilt ADHD Diagnostic Teacher Rating Scale and write a 2-3 page reflection based on your observation. Please submit your completed rating scale with your reflection paper.
For this assignment, students will complete the classroom observation form (Vanderbilt ADHD Diagnostic Teacher Rating Scale) while observing one particular student. This student should not realize that you are observing him/her individually, but rather feel that you are observing the classroom as a whole. Please do not include the student's name or identifying information on your rating scale or paper. Use Jane Doe/John Doe when talking/writing about your observation subject.

7. *Teach With Your Heart:* Student will read *Teach With Your Heart* and then write and submit a 4-5 page **book report** and personal reflection. (20 points)

8. *A Practitioner's Guide: The Fundamentals of School Social Work*: Student will read *A Practitioner's Guide: The Fundamentals of School Social Work* and then write and submit a 4-5 page **book review.** (20 points)

9. *Managing School Social Work Records/Ethical Issues in Record Keeping for School Social Workers*: Student will review and write a 3-4 page detailed analysis of school social work record keeping best practices. (10 points)

10. *Workload verses Caseload: Changing the Conversation/Caseload and Workload Management*: Student will write a 3-4 page detailed reflection and analysis of school social worker workload management. (10 points)

Grading Scale

Total number of points that can be earned is 345. The following scale will apply:
A = 345-321 points (100-93%)
B = 320-293 points (92-85%)
C = 292-266 points (84-77%)
D = 265-238 points (76-69%)
F = 237 or below (below 69%)

Student Attendance/Participation
Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Online Forum Behavior
Student social workers are expected to learn collegiality and respect for another's viewpoints and statements. During the online forum, sometimes the topics can be controversial and students often have various points of view. It is imperative as both a student and a future social worker to learn to express your ideas, thoughts and feelings in a respectful manner, in addition to responding to those thoughts, feelings and ideas of your colleagues.

Academic Integrity
Each student is expected to complete all of her/his own work. Claiming someone else's work as your own (plagiarism) is a violation of academic integrity. It is perfectly acceptable to use someone else's exact words in your compositions, but when you do so rules of quoting must be observed (see APA manual for specifics). Evidence of plagiarism will result in an academic review that could result in a failing grade for the assignment or the course, and/or affect one's tenure as a student.

Course Expectations
You are expected to have all reading and writing assignments completed by the scheduled due date. No late assignments will be accepted or awarded points. This applies to quizzes as well. IF, you have an EMERGENCY that warrants exception (i.e., death of an immediate family member or personal debilitating hospitalization) you may contact your instructor to seek an exception to this policy. Exceptions are at the discretion of your instructor. Please note, all assignments are due by the beginning of class on the due date. Be respectful of classmates during discussions and group activities. When we have discussions or group activities, it is imperative that the discussion remain professional and on topic.
Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Title IX
Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:
Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Phone – 270-789-5016
Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Reading List/Additional Resources

Allen-Meares, P. (2010). *Social work service in schools* (6th ed.). Boston, MA: Pearson.

Dobson, J. (1992). *The new dare to discipline*. Wheaton, Illinois: Tyndale House Publishers, Inc.

Dryfoos, J. G. (1998). *Full-service schools: A revolution in health and social services for*

    children, youth, and families. San Francisco, CA: Jossey-Bass, Inc.

Dupper, D. R. (2003). *School social work: Skills and interventions for effective practice*.

    Hoboken, NJ: John Wiley & Sons, Inc.

Fischer, L. & Sorenson, G. P. (1995). *School law for counselors, psychologists, and social*

    workers (3rd ed.). Boston, MA: Ally & Bacon, Inc.

Franklin, C. & Streeter, C. L. (1995). School reform: Linking public schools with human

    services. *Social Work*, 40(6), 773-782.

Johnson, M. A. (2006). *Positive parenting with a plan (grades K-12)*. Anchorage, AK:

    Publication Consultants.

Leman, K. (2002). *Making children mind without losing yours*. Grand Rapids, MI: Fleming H.

    Revell.

Logan, R. (2012, Winter). Could the DREAM act have saved Joaquin Luna's life? *NEA Today*,

    18.

Massat, C. R. (2010, September). *School Social Work Journal*, *35*(1).

Morrow, G. (1987). *The compassionate school: A practical guide to educating abused and

    traumatized children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

NASW (2012). *Standards for school social work services.* Washington, DC: NASW.

    http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

Openshaw, L. (2008). Social work in schools: Principles and practice. New York, NY: The

    Guilford Press.

Payne, R. K. (2005). *A framework for understanding poverty* (4th ed.). Highlands, TX: aha!

    Process, Inc.

Payne, R. K. (2008). *A framework for understanding poverty workbook: Modules 1-7* (3rd ed.).

    Highlands, TX: aha! Process, Inc.

Payne, R. K. (2005). *Working with parents: Building relationships for student success* (2nd ed.).

    Highlands, TX: aha! Process, Inc.

Slocumb, P. D. (2010). *Hear our cry: Boys in crisis* (3rd ed.). Highlands, TX: aha! Process, Inc.

Starishevsky, J. (2007). *My body belongs to me*. New York, NY: Safety Star Media.

Woolley, M. E. & Grogan-Kaylor, A. (2006). Protective family factors in the context of

neighborhood: Promoting positive school outcomes. *Family Relations*, 55, 95-106.

SWK686 School Social Work – School Social Work Presentation & Brochure Rubric

	Mastered – 5 points Highly skilled, mastered performance of the practice behavior	4.5	Superior – 4 points Surpasses competent in one or more ways.	3.5	Competent - 3 points Has enough skill or ability to do the practice behavior well.	2.5	Inadequate- 2 points Failing to reach an expected or required level or standard of the practice behavior.	1.5	Lacking – 1 or 0 point Missing, not present or available
SSW Program Presentation organization, APA/Grammar & Presentation Length	The proposed program is exceptionally written. The proposal is clear and concise and guides the audience through the development and benefits of a SSW program. Presentation is free of grammatical errors and is visually appealing to the audience. References cited.	Exceeds 4, but does not meet all criteria for a 5	The proposed program is well written. The proposal is clear and concise and guides the audience through the development and benefits of a SSW program. Presentation has 1-2 grammatical errors and is visual appealing to the audience. References cited.	Exceeds 3, but does not meet all criteria for a 4	The proposed program presentation provided minimal details. The proposal did not provide clear and concise details or did not guide the audience through the development and benefits of a SSW program. Presentation has 3-4 grammatical errors. References cited.	Exceeds 2, but does not meet all criteria for a 3	The proposed program presentation provided vague details. The proposal did not provide clear and concise details and did not guide the audience through the development and benefits of a SSW program. Presentation has 5+ grammatical errors. References not cited.	Exceeds 1, but does not meet all criteria for a 2	Student does not provide a SSW Presentation submission for this assignment.
Brochure - Brochure is professional in appearance and conforms to brochure format.	Student does an exceptional job on parent/student/staff brochure. Brochure is written in a professional voice, provides information	Exceeds 4, but does not meet all criteria for a 5	Student does a good job on parent/student/staff brochure. Brochure is mostly written in a professional voice and provides information	Exceeds 3, but does not meet all criteria for a 4	Student does a fair job on parent/student/staff brochure. Brochure lacks a professional voice and does not provide all SSW services information. 2-4	Exceeds 2, but does not meet all criteria for a 3	Student does a poor job on parent/student/staff brochure. Brochure lacks a professional voice and does not provide all SSW services information.	Exceeds 1, but does not meet all criteria for a 2	Student does not provide a parent/student/staff brochure or brochure provided does not include SSW services information.

	according to services offered by the SSW. No errors in spelling and/or grammar.		according to SSW services offered. 1-2 errors in spelling and/or grammar.		errors in spelling and/or grammar.		Multiple errors in spelling and/or grammar.		
A1.1 Engages with clients and colleagues conveying a strength-based demeanor and attitude in both the presentation and brochure.	Student demonstrates an excellent ability to critically analyze the need for a school social worker and develop a comprehensive program plan. The proposal articulates a strength based intervention. Student demonstrates a plan that is well supported by evidence based literature.	Exceeds 4, but does not meet all criteria for a 5	Student demonstrates a good ability to critically analyze the need for a school social worker and develop a comprehensive program plan. The proposal articulates a strength based intervention. Student demonstrates a plan that is supported by evidence based literature.	Exceeds 3, but does not meet all criteria for a 4	Student demonstrates a fair ability to critically analyze the need for a school social worker and develop a comprehensive program plan. The proposal partially articulates a strength based intervention. Student demonstrates a general plan but lacks evidence based literature.	Exceeds 2, but does not meet all criteria for a 3	Student demonstrates a poor ability to critically analyze the need for a school social worker and develop a comprehensive program plan. The proposal does not articulate a strength based intervention. Student does not demonstrate a plan and/or lacks evidence based literature.	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure.
A1.2 Demonstrates professional and ethical social work conduct in all levels of practice in both the	Student demonstrates excellent professional and ethical social work conduct and has the ability to critically analyze the need for a school social worker and develop a	Exceeds 4, but does not meet all criteria for a 5	Student demonstrates good professional and ethical social work conduct and has the ability to critically analyze the need for a school social worker and develop a comprehensive	Exceeds 3, but does not meet all criteria for a 4	Student demonstrates fair professional and ethical social work conduct and ability to critically analyze the need for a school social worker and develop a comprehensive	Exceeds 2, but does not meet all criteria for a 3	Student demonstrates poor professional and ethical social work conduct and ability to critically analyze the need for a school social worker and develop a comprehensive	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, student only submits one proposed school social work program activity, service or event.

presentation and brochure.	comprehensive program plan. The proposal articulates a strength based intervention. Student demonstrates a plan that is well supported by evidence based literature.		program plan. The proposal articulates a strength based intervention. Student demonstrates a plan that is supported by evidence based literature.		program plan. The proposal partially articulates a strength based intervention. Student demonstrates a general plan but lacks evidence based literature.		program plan. The proposal does not articulate a strength based intervention. Student does not demonstrate a plan and/or lacks evidence based literature.		
A3.1 Demonstrates effective and diplomatic skills in advocacy in both the presentation and brochure.	Student excels in advocating for a comprehensive school social work program by identifying needs, goals and objectives for a SSW program. Student identifies gaps in services for schools without a SSW program.	Exceeds 4, but does not meet all criteria for a 5	Student adequately advocates for a comprehensive school social work program by identifying needs, goals and/or objectives for a SSW program. Student identifies gaps in services for schools without a SSW program.	Exceeds 3, but does not meet all criteria for a 4	Student somewhat advocates for a comprehensive school social work program by identifying needs, goals or objectives for a SSW program. Student does not identify gaps in services for schools without a SSW program.	Exceeds 2, but does not meet all criteria for a 3	Student poorly advocates for a comprehensive school social work program by not identifying needs, goals and objectives for a SSW program. Student does not identify gaps in services for schools without a SSW program.	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure.
A4.2 Collect and organize data, and apply critical thinking to interpret information for individuals,	Student provides excellent data and shows clearly how the school social work program will benefit students, families, school and community. Proposed SSW program details a	Exceeds 4, but does not meet all criteria for a 5	Student provides good data and shows clearly how the school social work program will benefit students, families, school and community. Proposed SSW program details a	Exceeds 3, but does not meet all criteria for a 4	Student provides fair data and shows how the school social work program will benefit students, families, school and community. Proposed SSW program details a	Exceeds 2, but does not meet all criteria for a 3	Student poorly provides data to shows how the school social work program will benefit students, families, school and community. Proposed SSW program details a	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, student only presents on one school social work service, program or activity.

families, groups, organizations, communities, and constituencies in both the presentation and brochure.	minimum of 10 programs, services and/or events that the school social worker will offer. All these programs, services and events are present in both the presentation and brochure.		minimum of 8 programs, services and/or events that the school social worker will offer. All these programs, services and events are present in both the presentation and brochure.		minimum of 6 programs, services and/or events that the school social worker will offer. All these programs, services and events are present in both the presentation and brochure.		minimum of 3 programs, services and/or events that the school social worker will offer. All these programs, services and events are present in both the presentation and brochure.		
A5.1 Demonstrate leadership in the organization change process through your presentation.	Student provides an outstanding demonstration on the need for a school social worker in a school district as evident in the benefits and services offered by the school social worker. This is demonstrated comprehensively in a minimum of 10 programs, services and/or events that the school social worker will offer in both the presentation and brochure.	Exceeds 4, but does not meet all criteria for a 5	Student provides a very good demonstration on the need for a school social worker in a school district as evident in the benefits and services offered by the school social worker. This is demonstrated comprehensively in a minimum of 8 programs, services and/or events that the school social worker will offer in both the presentation and brochure.	Exceeds 3, but does not meet all criteria for a 4	Student provides a good demonstration on the need for a school social worker in a school district as evident in the benefits and services offered by the school social worker. This is demonstrated comprehensively in a minimum of 6 programs, services and/or events that the school social worker will offer in both the presentation and brochure.	Exceeds 2, but does not meet all criteria for a 3	Student provides a fair demonstration on the need for a school social worker in a school district as evident in the benefits and services offered by the school social worker. This is demonstrated in a minimum of 3 programs, services and/or events that the school social worker will offer in both the presentation and brochure.	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, student only demonstrates the need for one school social work service, program or activity.

A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations through your presentation.	Student provides excellent research and documentation to support the need for a school social worker in a school district. This is supported by the number of proposed services, program and activities that will assistant and empower students and families within the school district.	Exceeds 4, but does not meet all criteria for a 5	Student provides good research and documentation to support the need for a school social worker in a school district. This is supported by the number of proposed services, program and activities that will assistant and empower students and families within the school district.	Exceeds 3, but does not meet all criteria for a 4	Student provides fair research and documentation to support the need for a school social worker in a school district. This is supported by the number of proposed services, program and activities that will assistant and empower students and families within the school district.	Exceeds 2, but does not meet all criteria for a 3	Student poorly provides research and documentation to support the need for a school social worker in a school district. This is supported by the number of proposed services, program and activities that will assistant and empower students and families within the school district.	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, student does not provide research or adequate evidence for the need for the school social worker.
A6.1 Establish a relationally based process that encourages individuals, families, groups, organizations, and communities to be equal participants in the establishment of expected	Student used excellent methods and research that encouraged the development and support for a school social work program that would have benefits and services for students, families, school and community. Student also provided excellent expected	Exceeds 4, but does not meet all criteria for a 5	Student used good methods and research that encouraged the development and support for a school social work program that would have benefits and services for students, families, school and community. Student also provided good expected outcomes and long-term	Exceeds 3, but does not meet all criteria for a 4	Student used fair methods and research that encouraged the development and support for a school social work program that would have benefits and services for students, families, school and community. Student provided fair expected outcomes and long-term benefits for the	Exceeds 2, but does not meet all criteria for a 3	Student used poor methods and research that encouraged the development and support for a school social work program that would have benefits and services for students, families, school and community. Student provided poor expected outcomes and long-term benefits for the	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, presentation and brochure do not encourage students, families, school and community to be equal participants in the SSW program. Proposed program does not have established outcomes.

outcomes in both the presentations and the brochure.	outcomes and long-term benefits for the sustainability of the school social work program. This is evident in both the presentation and brochure.		benefits for the sustainability of the school social work program. This is evident in both the presentation and brochure.		sustainability of the school social work program in both the presentation and brochure.		sustainability of the school social work program in both the presentation and brochure.		
A8.1 Presentation will utilize leadership skills to promote sustainable change in the intervention process.	Student conveyed excellent leadership skills throughout the presentation which highly demonstrated the need and benefits for a school social worker. This was also conveyed through the brochure in order for students, families, staff and community to understand and seek intervention from such programs.	Exceeds 4, but does not meet all criteria for a 5	Student conveyed good leadership skills throughout the presentation which demonstrated the need and benefits for a school social worker. This was also conveyed through the brochure in order for students, families, staff and community to understand and seek intervention from such programs.	Exceeds 3, but does not meet all criteria for a 4	Student conveyed fair leadership skills throughout the presentation which demonstrated the need and benefits for a school social worker. This was somewhat conveyed through the brochure in order for students, families, staff and community to understand and seek intervention from such programs.	Exceeds 2, but does not meet all criteria for a 3	Student conveyed poor leadership skills throughout the presentation which demonstrated the need and benefits for a school social worker. This was poorly conveyed through the brochure in order for students, families, staff and community to understand and seek intervention from such programs.	Exceeds 1, but does not meet all criteria for a 2	Student does not submit a SSW Presentation and parent/student/staff brochure. Or, student does not adequately convey leadership skills that promote sustainable change through the development of a school social work program.

SWK610 Advanced Practicum I

Carver School of Social Work

Campbellsville University

Catalog Description

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced generalist practice social work program competencies and corresponding practice behaviors. Students will have the opportunity to integrate social work knowledge, ethics, and skills in a social work practice environment under the supervision of an MSW level social worker. The course requires completion of two field courses worth 6 credit hours and 450 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education.

Required Materials

MSW FIELD MANUAL

The MSW Field Manual is located in the online course under course resources and on the MSW field website: https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum/

Course Competencies, Practice Behaviors & Dimensions

Advanced Generalist Competencies and Practice Behaviors
The Advanced Generalist track builds on the foundation and includes the following competencies and practice behaviors:

1. **Demonstrate Ethical and Professional Behavior**
   A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.
   A1.2 Demonstrate professional and ethical social work conduct in all levels of practice.
   A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.
   A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.

2. **Engage Diversity and Difference in Practice**
   A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.

A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

A3.1 Demonstrate effective and diplomatic skills in advocacy.

A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.

A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.

4. **Engage in Practice-Informed Research and Research-Informed Practice**

A4.1 Appraise, evaluate, and propose various methods of program evaluation.

A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.

A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.

5. **Engage in Policy Practice**

A5.1 Demonstrate leadership in the organizational change process.

A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.

A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.

A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.

A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**

A7.1 Articulates and demonstrates the influence theory has on assessment process.

A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.

A7.3 Design appropriate assessment and planning strategies that empower service recipients.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

A8.1 Utilize leadership skills to promote sustainable change in the intervention process.

A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.

A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

   A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.

   A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.

   A9.3 Critique evaluation practices informed from a particular theoretical model.

Evaluation and Grading Scale

10 Points   **Field Placement Registration**

                  MANDATORY: Student will enter student demographic information, field supervisor information in Intern Placement Tracking Software. Detailed instructions provided in online course.

15 Points   **NASW Membership and Insurance**

                  MANDATORY: Student will upload proof of NASW Membership and certificate page of NASW Malpractice Liability Insurance in Intern Placement Tracking Software. Detailed instructions provided in online course.

50 Points   **Initial Teleconference Participation**

                  An initial teleconference between student, field supervisor and field instructor is to be completed by the end of week 2. Topics covered will include expectations, responsibilities, and documentation and detailed discussion of the Field Learning Contract.

25 Points   **Signed Safety Checklist**

                  Student must complete a Safety Checklist with the field supervisor or task supervisor before the third week of field.

100 Points   **Time Sheets**

                  Student and field supervisor will submit timesheet signature in IPT at the end of weeks 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your field supervisor. (25 points each)

75 Points   **Competency Papers**

                  Student will submit three papers in relation to the assigned competency based on their experiences thus far in their practicum. The paper will be a minimum of 1 ½ pages and a maximum of 3 pages in length. (25 points each)

25 points   **Photograph**

Student will take a photograph of their self and their field supervisor and or task supervisor at their practicum agency.

10 points   **Discussion Forum**

Student will post in the discussion forum and will respond to two students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.

40 points   **Supervision Summary**

Student will submit four paragraphs detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed. (10 points each)

50 points   **Mid-Term Teleconference**

A mid-term teleconference will occur between student, field supervisor and field instructor at the 16th week of the course. Topics covered will include evaluation of the student's progress on the Field Learning Contract. The student will be contacted by the field instructor to schedule this teleconference.

The course is graded as a satisfactory or unsatisfactory. There will be a total of 400 points available for this course. In order to receive a satisfactory for this course, the student must receive at least 308 points out of the 400 points. In addition to the minimum attainment of 308 points the student must have completed at least 225 hours at the agency placement.

SATISFACTORY   308 points or higher AND 225 hours

UNSATISFACTORY   307 points or lower and less than 225 hours

MANDATORY: **Achievement of 225 hours at agency placement.**

Attendance Policy

Online Semester
Online students must participate weekly in the course. Participation is defined as logging into the course during the week (Course week begins on Monday and ends on Sunday)

After two weeks without participation, the student will be issued an official warning regarding attendance. After the fourth week without participation, the student will be removed from the course based on absences (WA). A WA in a course has the same impact on the student's GPA as a grade of F.

Exceptional Circumstances
In cases of extreme circumstances (hospitalization of student, death in immediate family), the student may contact the instructor and request an exception to the attendance policy. Any exception is at the discretion of the instructor.

Academic Honesty

Definitions
Plagiarism: Copying from another source or individual without attribution; copying large sections or large percentages of a paper from another source or individual.

Cheating: Utilizing source materials or notes, including electronic sources, for closed book tests or assignments; working with other students on individual tests or assignments.

Plagiarism
Plagiarism is considered a serious academic offense at Campbellsville University. It undermines the educational process and, when done intentionally, violates the integrity of the learning community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source. Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source.
- Copying segments from the work of others without giving proper credit.
- Submitting as original work something written entirely by someone else.

Additional points to consider:

- Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words.
- Ideas and observations original to the writer also do not require citation.
- Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Consequences
The consequences for plagiarism or other acts of academic dishonesty include:

- Report of plagiarism made to Dean of the Carver School of Social Work
- A grade of 0 points on the assignment
- A grade of Unsatisfactory for the course
- The student is withdrawn from the course by the instructor (with a W grade)

Repeated acts of academic dishonesty can result in suspension or expulsion from the University.

Students in online courses should not collaborate on assignments (including quizzes) unless instructed to do so by the instructor. If you are approached/contacted by another student with a request or offer to collaborate or "help", inform him or her to stop. If the contact persists, contact your instructor.

Late Work Policy

Deadlines are part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. Late work is not accepted. Students may request an exception to this policy based on emergency circumstances only (i.e., student hospitalization, death in immediate family, etc.). Any exception to the late work policy is at the discretion of the professor and verification may be required.

Contacting the Instructor

The instructor will be checking into the course several times a week throughout the semester. If you need to contact the instructor, please refer to their contact information located on the main course page. Each instructor is available via email or phone call and their role is to answer your questions and concerns.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as, medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator:

Terry VanMeter 1 University Drive UPO Box 944

Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

*Due to the unique nature of field placement students will learn all competencies and practice behaviors throughout their practicum placement.

Course Calendar

Assignments are due at the time indicated-times reflect Eastern Time Zone. If you live in a different time zone please adjust your time accordingly so that your assignment is submitted by the correct time. For example, if an assignment is due at 11:59 pm on the syllabus and you live in the Central Time Zone, your assignment will need to be submitted by 10:50pm.

Module	Activities and Assignments
WEEK ONE TOPIC: Field Placement Registration NASW Membership and Insurance Introduction	Online Assignments: Student will register Student Demographic Information, Field Placement Preference/Field Supervisor Information in Intern Placement Tracking Software. Detailed instructions provided in online course. Student will upload proof of NASW Membership and certificate page of NASW Malpractice Liability Insurance in Intern Placement Tracking Software. Detailed instructions provided in online course. Instructor and students will post an introduction.
WEEK TWO TOPIC: Initial Teleconference Participation Supervision Summary	Online Assignments: An initial teleconference will occur between student, field supervisor and field instructor is to be completed by the end of week 2. Topics covered will include expectations, responsibilities, and documentation. Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.
WEEK THREE TOPIC: Safety Checklist	Online Assignments: Student must complete a Safety Checklist with the Field Supervisor or task supervisor before the third week of field.
WEEK FOUR TOPIC: Timesheets	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor

WEEK FIVE TOPIC: Competency Papers	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK SIX TOPIC: Supervision Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.
WEEK SEVEN TOPIC: Photograph	Student will take a photograph of their self and their field supervisor and or task supervisor at their practicum agency and upload in Moodle.
WEEK EIGHT TOPIC: Timesheets	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor
WEEK NINE TOPIC: Supervision Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.
WEEK TEN TOPIC Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK ELEVEN TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK TWELVE TOPIC: Timesheets	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor
WEEK THIRTEEN TOPIC: Supervision Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.

WEEK 14 TOPIC: Discussion Forum	Online Assignments: Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK 15 TOPIC: Mid-Term Teleconference	Online Assignments: A mid-term teleconference will occur between student, field supervisor and field instructor. Topics covered will include evaluation of the student's progress on the Field Learning Contract. The student will be contacted, by the field instructor, to schedule this teleconference.
WEEK 16 TOPIC: Mid-Term Teleconference Timesheets	Online Assignments: A mid-term teleconference will occur between student, field supervisor and field instructor. Topics covered will include evaluation of the student's progress on the Field Learning Contract. The student will be contacted, by the field instructor to schedule this teleconference. Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor

This is a Tentative Schedule: Adjustments are at the Instructor's Discretion

SWK611 Advanced Practicum II

Carver School of Social Work

Campbellsville University

Catalog Description

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of advanced generalist practice social work program competencies and corresponding practice behaviors. Students will have the opportunity to integrate social work knowledge, ethics, and skills in a social work practice environment under the supervision of an MSW level social worker. The course requires completion of two field courses worth 6 credit hours and 450 hours of field education at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education.

Required Materials

MSW FIELD MANUAL

The MSW Field Manual is located in the online course under course resources and on the MSW field website: https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum/

Course Competencies, Practice Behaviors & Dimensions

The Advanced Generalist track builds on the foundation and includes the following competencies and practice behaviors:

1. **Demonstrate Ethical and Professional Behavior**
   A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.
   A1.2 Demonstrate professional and ethical social work conduct in all levels of practice.
   A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.
   A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.
2. **Engage Diversity and Difference in Practice**
   A2.1 Demonstrate culturally centered practice that recognizes the diversity that exists between, among, and within different groups.
   A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
   A3.1 Demonstrate effective and diplomatic skills in advocacy.

     A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.

     A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.

4. **Engage in Practice-Informed Research and Research-Informed Practice**

     A4.1 Appraise, evaluate, and propose various methods of program evaluation.

     A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.

     A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.

5. **Engage in Policy Practice**

     A5.1 Demonstrate leadership in the organizational change process.

     A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.

     A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

     A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.

     A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.

     A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**

     A7.1 Articulates and demonstrates the influence theory has on assessment process.

     A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.

     A7.3 Design appropriate assessment and planning strategies that empower service recipients.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

     A8.1 Utilize leadership skills to promote sustainable change in the intervention process.

     A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.

     A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

     A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.

     A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.

A9.3   Critique evaluation practices informed from a particular theoretical model.

Evaluation and Grading Scale

100 Points   **Time Sheets**

Student and field supervisor will submit timesheet signature in IPT at the end of weeks 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your field supervisor. (25 points each)

150 Points   **Competency Papers**

Student will submit six papers in relation to the assigned competency based on their experiences thus far in their practicum. The paper will be a minimum of 1 ½ pages and a maximum of 3 pages in length. (25 points each)

50 points   **Discussion Forum**

Student will post in the discussion forum and will respond to two students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues. (10 points each)

40 points   **Supervision Summary**

Student will submit four paragraphs detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed. (10 points each)

60 points   **Final Teleconference**

A final teleconference will occur between student, field supervisor and field instructor at the 16th week of the course. Topics covered will include final evaluation of the student's progress on the Field Learning Contract. The student will be contacted by the field instructor to schedule this teleconference.

The course is graded as a satisfactory or unsatisfactory. There will be a total of 400 points available for this course. In order to receive a satisfactory for this course, the student must receive at least 308 points out of the 400 points. In addition to the minimum attainment of 308 points the student must have completed at least 225 hours at the agency placement.

SATISFACTORY   308 points or higher AND 225 hours

UNSATISFACTORY   307 points or lower and less than 225 hours

MANDATORY: **Achievement of 225 hours at agency placement.**

Attendance Policy

Online Semester
Online students must participate weekly in the course. Participation is defined as logging into the course during the week (Course week begins on Monday and ends on Sunday)

After two weeks without participation, the student will be issued an official warning regarding attendance. After the fourth week without participation, the student will be removed from the course based on absences (WA). A WA in a course has the same impact on the student's GPA as a grade of F.

Exceptional Circumstances
In cases of extreme circumstances (hospitalization of student, death in immediate family), the student may contact the instructor and request an exception to the attendance policy. Any exception is at the discretion of the instructor.

Academic Honesty

Definitions
Plagiarism: Copying from another source or individual without attribution; copying large sections or large percentages of a paper from another source or individual.

Cheating: Utilizing source materials or notes, including electronic sources, for closed book tests or assignments; working with other students on individual tests or assignments.

Plagiarism
Plagiarism is considered a serious academic offense at Campbellsville University. It undermines the educational process and, when done intentionally, violates the integrity of the learning community.

Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source. Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source.
- Copying segments from the work of others without giving proper credit.
- Submitting as original work something written entirely by someone else.

Additional points to consider:

- Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words.
- Ideas and observations original to the writer also do not require citation.
- Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Consequences
The consequences for plagiarism or other acts of academic dishonesty include:

- Report of plagiarism made to Dean of the Carver School of Social Work

- A grade of 0 points on the assignment
- A grade of Unsatisfactory for the course
- The student is withdrawn from the course by the instructor (with a W grade)

Repeated acts of academic dishonesty can result in suspension or expulsion from the University.

Students in online courses should not collaborate on assignments (including quizzes) unless instructed to do so by the instructor. If you are approached/contacted by another student with a request or offer to collaborate or "help", inform him or her to stop. If the contact persists, contact your instructor.

Late Work Policy

Deadlines are part of being a professional; this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. Late work is not accepted. Students may request an exception to this policy based on emergency circumstances only (i.e., student hospitalization, death in immediate family, etc.). Any exception to the late work policy is at the discretion of the professor and verification may be required.

Contacting the Instructor

The instructor will be checking into the course several times a week throughout the semester. If you need to contact the instructor, please refer to their contact information located on the main course page. Each instructor is available via email or phone call and their role is to answer your questions and concerns.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as, medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator:

Terry VanMeter 1 University Drive UPO Box 944

Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

*Due to the unique nature of field placement students will learn all competencies and practice behaviors throughout their practicum placement.

Course Calendar

Assignments are due at the time indicated-times reflect Eastern Time Zone. If you live in a different time zone please adjust your time accordingly so that your assignment is submitted by the correct time. For example, if an assignment is due at 11:59 pm on the syllabus and you live in the Central Time Zone, your assignment will need to be submitted by 10:50 pm.

Module	Activities and Assignments
WEEK ONE TOPIC: Supervision Summary Discussion Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed. Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK TWO TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK THREE TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK FOUR TOPIC: Timesheets Discussion Forum	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor. Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK FIVE TOPIC: Competency Papers	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.

WEEK SIX TOPIC: Supervision Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.
WEEK SEVEN TOPIC: Discussion Forum	Online Assignments: Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK EIGHT TOPIC: Timesheets	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor
WEEK NINE TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK TEN TOPIC: Discussion Forum	Online Assignments: Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK ELEVEN TOPIC: Supervision Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed.
WEEK TWELVE TOPIC: Timesheet	Online Assignments: Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor
WEEK THIRTEEN TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.

WEEK FOURTEEN TOPIC: Supervision Summary Discussion Summary	Online Assignments: Student will submit a paragraph detailing their consultation with their field supervisor. Student will include which practice behaviors was discussed. Student will post in the discussion forum and will respond to a minimum of 2 other students. The post will consist of a summary of their practicum experience thus far discussing any concerns and or issues.
WEEK FIFTEEN TOPIC: Competency Paper	Online Assignments: Student will submit a paper in relation to the assigned competency based on their experiences thus far in their practicum.
WEEK SIXTEEN TOPIC: Timesheet Final Teleconference/Evaluation	Student and field supervisor will submit timesheet signatures in IPT at the end of the week 4, 8, 12 and 16. Signatures of both student and field supervisor are required. Please plan ahead with your Field Supervisor A final teleconference will occur between student, field supervisor and field instructor. Topics covered will include evaluation of the student on the Field Learning Contract. The student will be contacted by the field instructor to schedule this teleconference.

This is a Tentative Schedule: Adjustments are at the Instructor's Discretion