



*Dabby, M., Faisal, H., Holliman, D., Karliner, S., Pearl, D., & Silverman, B. (2008). Ethics as activity: Building collaborative, expansive and just social work. Journal of Social Work Values and Ethics, Volume 5, Number 2.*

*Spano, R. & Koenig, T. (2007). What is sacred when personal professional values collide? Journal of Social Work Values and Ethics, Volume 4, Number 3.*

*Hardina, D. (2004). Guidelines for ethical practice in community organization. Social Work; Oct 2004; 49, 4.*

*Spencer, M.S. (2008). A social worker's reflections on power, privilege, and oppression. Social Work, 53.2 (April): pp. 99.*

First semester - Book of choice with focus on social justice.

## **I. COURSE OBJECTIVES:**

The purpose of the Junior Fieldwork experience is to provide practical field experience in a social work agency, institution and/or department. This experience is intended to complement the student's academic work by allowing the opportunity to observe and begin to apply theory to actual social work situations. The student will observe the social worker's role in generalist practice and have direct contact with a variety of social service practitioners and other related professionals. Furthermore, the student will learn beginning social work roles, practices, and functions. A central feature of the overall process is the sharing and integrating of experiences with other students in small field seminars held on campus to further integrate knowledge, values, and skills.

Field seminar experiential activities will allow students an opportunity to gain skills in relationship building, professional communication, beginning practice skills of mindfulness, self-reflection, and value clarification. In addition, discussions will explore the NASW code of ethics, values and the concept of social justice and service in the context of the social worker role and leadership. Students will engage in seminar assignments and activities designed to help increase self and cultural awareness and understanding of societal issues, such as systematic oppression and racism, impacts of poverty, violence and other related topics.

## **II BSW CORE COMPETENCIES AND PRACTICE BEHAVIORS:**

The BSW Fieldwork experience is designed as a two-year process including junior and senior field internships, and two years (or the equivalence) of seminar. As such, upon successful completion of junior year (both SWOK 375 and 376), the student will have attained beginning understanding of, and integration with the following core competency areas. By the end of senior year the student will have acquired competence in all Core Competency areas and Practice Behaviors that follow.

Competency marks a threshold across which the student passes commencing a journey of career long learning. The notion of competence here is that the student has mastered the knowledge, values and skills – i.e. practice behaviors which are necessary to commence entry level generalist practice. This represents his or her beginning of a professional rite of passage toward the eventual achievement of that sought after status of “expert.” As it is utilized here, “competence”

is a threshold concept. That is, in demonstrating competence one crosses the threshold separating the novice from the competent practitioner. Competence, however, does not in any way connote “expert” (Holloway, Black, Hoffman & Pierce, 2009). Please see Appendix A for Council on Social Work Education (CSWE) guidelines for Educational Policy and Accreditation Standards (EPAS).

### III. **CONTENT OUTLINE:**

The purpose of this course is to provide practical fieldwork experience in a social work agency in order to allow the student the opportunity to integrate and apply knowledge and theory acquired in academic courses to actual social work situations. This course is basic to the training of a professional social worker and is a requirement for a social work major. It is expected that the student will become aware of and analyze her/his own value orientations and her/his feelings about people and the problems they bring to social agencies. The goal is for the student to develop the knowledge, values, and skills, and identity as a beginning generalist social work practitioner.

- A. **Integrating Theory and Practice**
  - 1. Critical Thinking in the Field
  - 2. Seminar Activities and Assignments for Integration
  
- B. **Understanding Agencies**
  - 1. History
  - 2. Philosophy
  - 3. Programs
  - 4. Client Populations
  - 5. Funding
  - 6. Organizational Structure of Delivery Systems
  
- C. **Identifying with the Professional Social Worker Role**
  - 1. Generalist Social Work Perspective
    - a. Person-In-Environment
    - b. Enhancing Well-Being
    - c. Generalist Skills
  - 2. Recognizing the Ethical Issues
    - a. Professional Conduct
    - b. Responsibility to Self
    - c. Responsibility to Clients
    - d. Responsibility to Colleagues
    - e. Responsibility to Agency
    - f. Responsibility to Profession
    - g. Responsibility to Society
  
- D. **Developing Awareness of Diversity**
  - 1. The Impact of Diversity
    - a. Social
    - b. Cultural
    - c. Ethnic
    - d. Religious and Spiritual

- e. Class
    - f. Gender
    - g. Sexual Orientation
    - h. Ability
    - I. Age
  - 2. Recognizing and Identification of Client Strengths
- E. Improving Communication skills**
- 1. Client Systems
  - 2. Faculty and Students
  - 3. Colleagues and Supervisors
  - 4. Feedback
  - 5. Assertiveness
- F. Identifying Social Problems**
- 1. Forms and Mechanisms of Oppression
  - 2. Macro Issues
  - 3. Social Change
- G. Understanding Professional Use of Self**
- 1. Relationship-Building with Clients
  - 2. Relationship-Building with Colleagues
- H. Using Supervision**
- 1. The Role of Supervision
  - 2. Demonstrating Accountability
  - 3. Seeking Feedback
  - 4. Using Feedback
- I. Monitoring Practice**
- 1. Learning Goal Agreement
  - 2. Learning Goal Conferences
  - 3. Mid-Term Evaluations
  - 4. Final Evaluations
  - 5. Professional Literature
- J. Learning Strategies for Professional Growth**
- 1. Developing Self-Awareness
    - a. Personal vs. Professional Tasks
    - b. Personal Values and Attitudes
    - c. Learning Styles and Personality Types
  - 2. Professional Goal-Setting
    - a. Personal Fit with the Profession
    - b. Planning Junior Fieldwork
    - c. Initiating Junior Field Placement

#### IV. COURSE REQUIREMENTS AND ASSIGNMENTS:

- A. **To satisfy Junior Fieldwork course requirements in the Fall Term, each student must complete the following by the date indicated on the Course Calendar:**
1. Complete of forms and processes for field interview placement process:
    - \_\_\_ Fieldwork Application Form
    - \_\_\_ Student's Agency Interview List
    - \_\_\_ Minimum Three Interviews
    - \_\_\_ Student's Agency Placement Choice Form
  2. Completion of Junior Field internship forms and procedures
    - \_\_\_ Beginning Internship Agreement
    - \_\_\_ Learning Agreement (word processed)
    - \_\_\_ Learning Conference at agency placement
    - \_\_\_ Completion and documentation of hours - 40 hours (minimum)
  3. Completion of Junior Field Seminar and Assignments
    - \_\_\_ Attendance and participation in fieldwork seminar
    - \_\_\_ Completion of required journal entries and assignments
    - \_\_\_ Critical Thinking Reflection assignment
    - \_\_\_ Agency Presentation in fieldwork seminar
    - \_\_\_ Core Competency Reiteration assignment
    - \_\_\_ Awareness/Mindfulness activity, 1- page intention
    - \_\_\_ Make-up assignment for any seminars missed over one
- B. **To satisfy course requirements in the Winter Term, each student must complete the following by the date indicated on the Winter Course Syllabus**
1. Completion of Junior Field internship forms and procedures
    - \_\_\_ Mid-Term Evaluations of Junior Student at 80-100 hours
    - \_\_\_ Completion of hours (documented on time sheets) to equal a minimum of 200 hours for both semesters
    - \_\_\_ Learning Agreement completion
    - \_\_\_ Completion of Field Instructor's Final Evaluation of Junior Student
    - \_\_\_ Student Final Evaluation of Placement form completed by student and signed by field instructor
    - \_\_\_ Satisfactory performance of activities assigned at Agency
  2. Completion of Junior Field Seminar and Assignments
    - \_\_\_ Attendance and participation in fieldwork seminar
    - \_\_\_ Facilitation of an Opening Activity for Field Seminar
    - \_\_\_ Completion of admission to major process (will be distributed in class).
    - \_\_\_ Social justice book and reflection
    - \_\_\_ Completion of required journal entries and assignments.
    - \_\_\_ Cultivation of Awareness/Mindfulness; practice and completion of 3-4 page reflection paper
    - \_\_\_ Completion of case presentation with peer review article
    - \_\_\_ Informal interview with community/agency member
    - \_\_\_ Written Procedures Assessment Assignment
    - \_\_\_ Complete Senior Application & Interview Process
    - \_\_\_ Make up assignment for any seminars missed over 1

## **V. FIELDWORK SEMINAR ATTENDANCE POLICY**

Each seminar group works collaboratively to advance high standards of personal and professional responsibility. Because each student is a valuable resource to their peers, students are expected to attend each seminar session, arrive on time, be prepared, and participate. Since attendance is so crucial, it will contribute to the final pass grade.

Attention should be given to the following parameters.

### **Junior Weekend College Seminars:**

Students who miss two seminar sessions or their equivalent during the academic year are required to complete a makeup assignment. More than two absences or their equivalent will require a joint meeting with the student, his/her Field Faculty and her/his academic advisor to assess whether the student should continue in the course.

NOTE: A tardy occurs after 15 minutes of absence at any time in the seminar. Two tardies are the equivalent of missing one seminar session.

### **Influenza Statement:**

Saint Catherine University and the University of St. Thomas are committed to maintaining a healthy campus community. During the 2009-2010 academic year, there will be ongoing concerns regarding the prevalence among university faculty, staff and students of both the H1N1 virus and seasonal influenza. To help limit the spread of these illnesses, the Center for Disease Control has provided college campuses the following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should consult the pandemic web sites

<http://minerva.stkate.edu/offices/administrative/emergency.nsf>

<http://www.stthomas.edu/pandemic/plan/default.html>

St. Catherine students should contact their professor by email about their absence. St Thomas students should complete an on-line form informing professors of their absence. In accordance, faculty will provide opportunities for these students to participate in alternative educational delivery due to this illness.

## **VI. GRADING AND EVALUATION:**

Grades for Fieldwork are Satisfactory or Unsatisfactory and are assigned by the Field Faculty. The following factors are taken into consideration in grading:

- 1) Student's completion of fieldwork seminar written or oral assignments, conferences, and timely completion of applications, contracts, evaluations, and time sheets;
- 2) Student's performance in seminar group, including civility and professionalism, quality of participation and attendance; and
- 3) Student's performance in agency, based on evidence of gaining of core competencies and practice behaviors and successful evaluations (at least a 3.0 average) and completion of all assignments.

Seminar assignments are described in this syllabus and relevant handouts. The student is responsible for discussing arrangements for completing these assignments with the Field Faculty, including any requests for an Incomplete grade. Field Faculty are responsible for providing students with feedback regarding their performance in seminar.

Agency performance is evaluated in weekly supervisory conferences and in written evaluations at the end of each semester. Fieldwork is designed to meet learning agreements set individually by each student. Central to this process are two conferences, usually at the agency, which include the student, the Agency Fieldwork Supervisor, and the Field Faculty. The first of these conferences, the Learning Agreement Conference, is held during the Fall semester while the second conference, the Evaluation Conference, occurs at the end of the fieldwork experience. **Learning Agreement drafts and copies of Final Evaluation Forms should be submitted to the Field Faculty prior to these conferences for review.** Additional three-way conferences may be scheduled as needed. These conferences provide the opportunity to plan the student's individual goals, recognize and address any learning roadblocks, acknowledge and celebrate growth/progress, and identify ongoing goals for professional development.

Students may schedule individual meetings with the faculty instructor to discuss any issues related to their fieldwork experiences or performance.

Accommodations Policy Qualified disabled individuals seeking reasonable accommodation should make an appointment with the instructor no later than the second class. You must submit documentation from your respective institutional Office for Students with Disabilities that identifies additional supports to augment your learning. The Social Work Program will work with that office to attempt to reasonably accommodate a qualified disabled student. If you suspect you may have a condition that interferes with your learning ability, you can contact the College of St. Catherine's O'Neill Learning Center for Academic Development at 651-690-6563 or the University of St. Thomas Learning Center at 651-962-6811. If you do not need special assistance, but want some individual tutoring in writing skills, the College of St. Catherine O'Neill Center also assists students in their writing skills. The University of St. Thomas Writing Center staff may be reached at 651-962-5601.

## VII. COURSE CALENDAR – FALL TERM 2009

### *Session 1*

Friday, September 11

#### ***Topics and Instructions:***

Introduction to Fieldwork Program and seminar experience.  
Expectations related to the field experience  
Student and instructor introductions

#### ***Before Class Assignment:***

- Read and study the following forms posted on Blackboard: (1) Junior Fieldwork Syllabus, (2) Core Competency and Practice Behaviors Reiteration, (3) Learning Agreement/Mid-term evaluation, and (4) Final Evaluation. (Note the learning agreement and final evaluation forms are new forms and will replace the comparable forms in the *BSW Field Manual*.
- Review and familiarize yourself with in the *BSW Fieldwork Manual*, in particular focus on: the BSW Overview, pp. 10-21 and Policies and Procedures, pp. 124-135. \*\*\*\*\**You will be responsible for the information, procedures and policies on these forms and therefore it is very important that you familiarize yourself before the first class. We will move very quickly once the term begins.*
- Please be prepared to ask and answer questions about the above materials in Sessions 1 and 2.

***Due Session 1:*** Complete Personal and Professional Self- Awareness Inventory (strengths and vulnerabilities) (Blackboard) and bring to first class.

#### ***Assignment:***

- Begin to fill out **Field Application, p 44-47 (Due: 9/25/09)**  
Please be prepared to bring questions related to Junior Field Application and the interview placement process to Session 2.
- Read: *Ward and Mama, Ch. 1: Getting Started, pp. 1-10.*
- Read: *Ward and Mama, Ch. 2: Professional Relationships, pp.11-20.*

***Due Session 2:*** After thorough review of course syllabus and Field Manual Policies, sign and hand in Policy Contract for Field.

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### *Session 2*

Friday, September 18

#### ***Topics and Instructions:***

Please plan to meet in our regular classroom.

Reflection and Awareness Lecture: Integration of social work knowledge into greater awareness, daily practice, and embodied process for greater value clarification, self-awareness, self-reflection, self-correction and life long learning.

Teach Practice: Grounding meditation.

Both Junior Fieldwork seminar sections meet with Director of BSW Field Program, Theresa Mc Partlin, from 6-7 in DERHAM 409 (SCU) - Learn about the placement process.

**Assignments:**

- Read: *Birkenmaier and Berg-Weger, Chapter 2: Socialization into the Social Work Profession*, pp. 27- 54.
- Read: Field Seminar Guidelines, P. 161.
- Read: *Birkenmaier and Berg-Weger, Chapter 1: Getting started on your Social Work Practice career*, pp. 1-27.
- Review handout: Grounding Meditation
- **Due Sept. 25, Fontbonne 113: Fieldwork Applications, pp. 44-47.**

**Due on or before Session 3:**

- Complete personal learning styles and bring to class.
- Read Journal Article (*A Social Worker's reflections on Power Privilege and Oppression*) and post reflection on blackboard.
- Practice: Grounding Meditation (2x) and Journal about the experience on blackboard.

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**Session 3**

Friday, October 2

**Topics and Instructions:**

Check in and explore questions.

Identifying support systems, personal learning styles, and reactivity patterns.

Stress, response, and reactivity inventory.

Preparing for professional interviewing.

Social Justice Book Assignment: due 1/8/09.

Small group activities: Self-disclosure issues and Personal Inventory.

Teach Practice: Sensing Arms and Legs Meditation.

**Assignments:**

- Read: Manual p. 113-122–Code of Ethics
- Review: Overview of UST/SCU Mission and Social Justice Principles (hand-out).
- Read: *Ward and Mama, Chapter 3: Expectations and Stereotypes*, pp. 21-30.
- *Begin to complete* Core Competencies and Practice Behaviors Reiteration assignments.
- Review: Sensing Arms and Legs Meditation hand-out.
- Practice: Grounding during interview process.

**Due Before next session:**

- **INTERVIEW WEEK – October 6, 7, 8 (Interviews are Couer de Catherine 3<sup>rd</sup> floor). Please complete 3 interviews.**
- **October 9, Fontbonne 113: Agency Choice Forms, p. 48.**

**Due on or before Session 4:**

- Complete Stress response inventory and bring to class.
- Practice Sensing Arms and Legs Meditation (2x) and journal on black board.

**Session 4**

Friday, October 16

**Topics and Instructions:**

Core Competencies and Practice Behaviors.

Exploring values and ethics.

Preparing for internship.

Planning orientation.

Teach Practice: Developing a Witness Stance and non-reactivity.

**Assignments:**

- Begin Internship placement
- Read: *Field Manual, Orientation & beginning placement*, pp. 61-70.
- Read: *Ward and Mama, Chapter 4: Getting to Know Yourself, Your Clients, and Colleagues*, pp. 31-38
- Review Witnessing Stance and non-reactivity hand out.
- Practice: Witnessing Stance (2x) and Journal about this experience.

**Due on or before session 5:**

- Read ethics (*Highlighting the Role of Cross-Cultural Competence in Ethically Sound Practice*) article and write 2- page ethic reflection paper. Post on blackboard.
  - Begin Core Competency and Practice Behavior Reiteration.
  - **Beginning Agreement, Field Manual, p. 66.**
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**Session 5**

Friday, October 30

**Topics and Instructions:**

Continue: Core Competencies and Practice Behaviors.

Continue: Ethics and ethical social work practice.

Supervision and communication.

Review Learning Agreement Forms and Process.

Review Agency Presentation Assignment and sign up for date.

**Assignments:**

- Read: *Ward & Mama, Ch 4: Communication*, pp. 39-46.
- Read: *Ward & Mama, Ch 6: Insight into your Client's Perceptions*, pp. 47-60.
- Read: *Ward & Mama, Ch. 10: Teamwork...Supervision*, pp. 103-112.
- Assignment: Begin reviewing Learning Agreement Form.

**Due on or before Session 6:**

- Complete Core Competency and Practice Behavior Reiteration on word processing and bring hard copy to class.
  - Practice Witnessing stance during your internship (2x) and journal.
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**Session 6**

Friday, November 13

**Topics and Instructions:**

Learning Agreement Development  
Check-in about placements and Agency Presentation assignment.  
Civility and Professional Behavior  
Learning Safety Practices in the Field, hand-out  
**Sexual Harassment Issues: Speaker: Dean Barbara Shank**

**Assignments:**

- Manual: Generalist Practice and Integrative SW Practice pp. 18-21
- Read: *Ward & Mama, Ch 7: Put it in Writing, 61-74.*
- Read: *Field Manual, Sexual Harassment, pp. 127-129*
- Read: *Ward & Mama, Ch 12: Boundaries: Invisible Lines of Trust, pp. 123 – 134.*
- Begin reviewing Learning Agreement and hard copy to class.

**Due on or before Session 7:**

- Practice Breathwork and noticing your body reactions during your internship (Journal on black board, reflections on mindfulness).

**Session 7**

Friday November 20

**Topics and Instructions:**

Check in and reflections on Placement  
Learning Conference and Agreement Process, should be completed between 30-40 hours. Bring calendars to class to schedule conference.  
Critical Reflection Paper, Outline  
Teach Practice: Working with your breath/noticing your body  
**Agency Presentations**

**Assignments:**

- Review Breathwork and the body reactions hand-out.
- Learning Agreement Development – bring draft to class.
- Read: *Ward & Mama, Ch 8: Pick A theory, Any Theory, pp.75-90.*
- Begin collecting intake, assessment, etc written client procedure forms.
- Read Hardina: *Guidelines for ethical practice in community organization.*) article and write 2- page ethic reflection paper. Post on blackboard.

**Due on or before Session 8:**

- Mail Draft of Learning Agreement to Clinical Faculty by **November 30<sup>th</sup> at 5PM for feedback.**
- Professional and Critical Reflection Paper
- Journal, Self-Awareness Mindfulness Choice (1 page)
- All forms and missing assignments due unless student has made prior arrangements with faculty

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*Session 8*  
Friday, December 4

**Topics and Instructions:**  
Scheduling Conferences  
Agency Presentations  
End of Term wrap up

**Assignments:**

- Learning Agreement Development (Bring final draft copies to conference)
- Read: *Ward & Mama, Ch 11: Finding your place in the Agency, pp. 113- 122.*
- Reminder: Social Justice Book Assignment, Reflection Paper due 1/8/09

## **VIII. OVERVIEW SEMINAR ASSIGNMENTS – FALL SEMESTER:**

### **A. Core Competencies and Practice Behaviors Reiteration and Self – Assessment Overview:**

The BSW Fieldwork experience is designed as a two-year process including junior and senior field internships, and two years (or the equivalence) of seminar. As such, upon successful completion of junior year (both SWOK 375 and 376), the student will have attained beginning understanding of, and integration with the following core competency areas. By the end of senior year the student will have acquired competence in all Core Competency areas and Practice Behaviors that follow.

Competency marks a threshold across which the student passes commencing a journey of career long learning. The notion of competence here is that the student has mastered the knowledge, values and skills – i.e. practice behaviors which are necessary to commence entry level generalist practice. This represents his or her beginning of a professional rite of passage toward the eventual achievement of that sought after status of “expert.” As it is utilized here, “competence” is a threshold concept. That is, in demonstrating competence one crosses the threshold separating the novice from the competent practitioner. Competence, however, does not in any way connote “expert” (Holloway, Black, Hoffman & Pierce, 2009). Please see Appendix A for Council on Social Work Education (CSWE) guidelines for Educational Policy and Accreditation Standards (EPAS).

#### **Purpose:**

The purpose of this assignment is to provide an opportunity for students to thoughtfully review and absorb the Core Competency & Practice Behavior language by exploring what the descriptions mean to them (in their own words) and to begin identifying what knowledge, skills and values they have possess and may have used throughout their SOWK education and practice to demonstrate growth and competence in these areas.

**B. Agency Presentation**

**Purpose:**

To share information about your agency with others in your seminar. To learn about social service agencies in our community. To present yourself as a social work professional and gain experience and skills in public speaking.

**Process:**

1. Prepare a poster on your agency. Include brochures, pictures and designation of clients served and specific programs offered. In addition prepare an outline of pertinent information about your agency (outline will be distributed in class), and prepare enough copies for each member of your seminar.
2. In a 5 minute presentation discuss your agency using the guidelines in the oral presentation handout, which will be distributed. Allow another 5 minutes for discussion.

**C. Written Procedure Assignment.** (Agency intake, assessment, treatment and evaluation forms and procedures in class activity) This assignment is begun first semester and is due second Semester.

**Purpose:**

Students bring a fresh pair of eyes to the agencies in which they learn and serve this activity serves to provide students a proactive opportunity to assist and impact the agency by providing feedback on written procedures. The students will learn and experience a wide range of intake, assessment, treatment and evaluation forms and procedures and develop professional skills of discernment and evaluation.

Process: Students bring to class agency intake, assessment, treatment, or evaluation forms and written procedures. They will individually witness and assess quality and completeness of forms procedures, share in small groups seminars, and give professional feedback to agency supervisor.

**D. Journal Writing – Review Articles and Self-Reflection Assignments**

**Purpose:**

To stimulate thinking and integration of relevant topics and material that impact social work field placements and practice.

**Process:**

Journal assignments are indicated on the course calendar. Some are to be completed before seminar meetings and others (marked “in seminar”) will be completed during the meeting. Students will be asked to turn in journals at random 2-3 times each semester. You may also choose to share some entries with your agency field instructor. **Write two page summaries and reflections** including what social work knowledge, values, and skills are referred to and how you might use the information in your current placement and/or your future career.

**E. Professional and Critical Writing Assignment:**

This assignment will build on the Written procedure assignment and is due at the end of Fall Term.

A specific handout for this assignment will be distributed Mid-semester.

**F. Cultivating awareness and mindfulness practices for developing skills in self-reflection, self-knowing, value clarification, and self-correction.**

**Purpose:**

Student social workers are human beings that naturally bring their own history, patterns, values, and experiences to their social work practice experiences. Because the nature of social work is to interact, assist, guide, and support others, in often stressful or crisis situations, it is vital that social workers understand what they bring to the social work encounter along with when and how their own experiences or biases may be hindering or helping. To most effectively understand our self, as well as our own biases or reactions, it is vitally important to learn and integrate regular methods of self-reflection and assessment. Methods of mindfulness, self-reflection, and assessment serve to keep us in our own health and assist us in more adequately serving the individuals, families, agencies, and communities in which we work.

Without self-awareness and practices to assist our on-going development, we run the risk of pushing our own personal agendas onto others and/or unconsciously perpetuating unhealthy patterns of functioning with clients, communities, and within the systems that we work. It is essential to make a practice of learning methods of mindfulness, self-awareness, self-reflection, and self-correction. When social workers care for themselves they can better provide assistance to their clients and the communities in which they work. Awareness and Mindfulness Practices include, but are not limited to: Grounding Meditation, Sensing Arms and Legs Meditation, Sitting Meditation, Cultivating an Inner Witness and developing a witness stance, Imagery, Acts of Creativity and Artistic Expression, Journaling, Stretching and Movement, Breathwork and noticing the Body, and Meditation and/or Contemplative Prayer.

**Process:**

Several of the above practices will be introduced in the Fall Semester. You will choose one of the above practices by December 10, 2009, (if you are interested in something that is not listed above, please confirm topic with me) and write a one-page paper describing the practice of your choice, including how you intend to engage in the practice for second semester.

At the end of second semester you will write a short reflection paper (3-4 pages, double spaced) about the practice you have engaged in to include how you felt before and after using the method, what were the challenges of engaging in the practice and benefits or self knowing gleaned from the process.

**G. Social Justice Book Summary, Reflection & APA Citation**

**Purpose:**

To learn and integrate social justice principles into one's life and social work practice.

**Process:**

Choose a book from the list provided. If you would like to request to read a book that is not on the list that is focused on social justice/social action, please verify with me prior to *November 1<sup>st</sup>, 2009*. After reading the book, in one page, single-spaced, summarize the contents of the book, your reaction to the material and any connections you made to your field placement. *Include and APA citation of the book.*

## **Suggested Reading List for Social Justice/ Social Action**

- Beath, Andrew (2005). *Consciousness in Action: The Power of Beauty, Love, and Courage in a Violent Time*. Herndon, VA: Lantern Books.
- Berlowe, Burt, Janke, Rebecca, & Peshorn Julie (2002). *The Compassionate Rebel: Energized by Anger, Motivated by Love*. Minneapolis, MN: Triangle Park Creative, Inc.
- Carey, Lorene. (1992). *Black Ice*. New York: Vintage.
- Carter, Jimmy (2006). *Our Endanger Values: Americas Moral Crisis*. New York: Simon & Schuster
- Diamond, Louise and Walsch, Neale. (2000). *The Courage for Peace: Daring to Create Harmony in Ourselves and in the World*. Newbury Port, MA: Red Wheel/Weiser.
- Doty, M. (1997). *Heaven's Coast*. New York: Harper Perennial.
- Ehrenrieck, B. & Hochschild, A.R. (2002). *Global Woman: Nannies, Maids & Sex Workers in the New Economy*. New York: Henry Holt & Company, LLC
- Ehrenreich, B. (2001). *Nickel and Dimed*. New York: Henry Holt and Company.
- Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus & Giroux.
- Fairbanks, E. (1990). *The Days of Rondo*. St. Paul, MN: Minnesota Historical Society Press.
- Feinberg, Leslie. (2004). *Stone Butch Blues*. New York: Alyson Publications.
- Hanh, Thich Nhat (1987). *Being Peace*. Berkeley, CA: Parallax Press
- Hawkins, Paul. (2008). *Blessed Unrest-How the Largest Social Movement in History is Restoring Grace, Justice, and Beauty to the World*. New York: Penquin.
- Hooks, Bell. (2003). *Teaching Community: A Pedagogy of Hope*. New York: Routledge.
- Kozol, Jonathan (1991). *Savage Inequalities: Children in America's Schools*. New York: Harper Perennial
- Kozol, Jonathan (1995). *Amazing Grace*. New York: Crown Publishers
- Obama, B. (2004). *Dreams from my Father*. New York:Three Rivers Press.
- Orbinski, James. (2008). *An Imperfect Offering: Humanitarian Action in the Twenty-first Century*. New York: Doubleday.
- Pipher, Mary (2002). *The Middle of Everywhere*. New York: Harcourt.
- Stephen, Dinan (2002). *Radical Spirit: Spiritual Writings from the Voices of Tomorrow*. Novato, CA: New World Library

Walljasper, J. (2007). *The Great Neighborhood Book*. Gabriola Island, BC: New Society Publishers.

Wellstone, Paul. (2002). *The Conscience of a Liberal: Reclaiming the Compassionate Agenda*. Minneapolis: University of Minnesota Press.

Wild, Robert. (2009). *Compassionate Fire The Letters of Thomas Merton and Catherine de Hueck Doherty*. Notre Dame, IN: Ave Maria Press.

Wiesel, E. (2006). *Night*. New York: Hill and Wang.

Williams, L. (2008). *My New Brain: Memory of a brain injury*. Denver, CO: Outskirts Press, Inc.

## **Council on Social Work Education (CSWE): Guidelines for Educational Policy and Accreditation Standards (EPAS)**

### ***Core Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.***

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.

#### ***Students will demonstrate the Practice Behaviors:***

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

### ***Core Competency 2.1.2—Apply social work ethical principles to guide professional practice.***

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.

#### ***Students will demonstrate the Practice Behaviors:***

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

### ***Core Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.***

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

#### ***Students will demonstrate the Practice Behaviors:***

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### ***Core Competency 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.

***Students will demonstrate the Practice Behaviors:***

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

***Core Competency 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.

***Students will demonstrate the Practice Behaviors:***

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

***Core Competency 2.1.6—Engage in research-informed practice and practice-informed research.***

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.

***Students will demonstrate the Practice Behaviors:***

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

***Core Competency 2.1.7—Apply knowledge of human behavior and the social environment.***

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

***Students will demonstrate the Practice Behaviors:***

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

***Core Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.***

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.

***Students will demonstrate the Practice Behaviors:***

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

***Core Competency 2.1.9—Respond to contexts that shape practice.***

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

***Students will demonstrate the Practice Behaviors:***

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

***Core Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and 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.

***Core Competency 2.1.10(a)—Engagement***

***Students will demonstrate the Practice Behaviors:***

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

***Core Competency 2.1.10(b)—Assessment***

***Students will demonstrate the Practice Behaviors:***

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

***Core Competency 2.1.10(c)—Intervention***

***Students will demonstrate the Practice Behaviors:***

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

***Core Competency 2.1.10(d)—Evaluation***

***Students will demonstrate the Practice Behavior of:***

- critically analyze, monitor, and evaluate interventions.