COURSE DESCRIPTION

This course focuses on the social work practice process and the building of generalist practice skills. Generalist practice skills are the core of social work practice at all levels (individuals, families, groups, organizations, communities, and society-politics). The social work process will be keenly examined and social work practice skills honed. Social work practice--relationship building, assessment, intervention, and termination skills--will be the primary focus of both SWRK 140B and SWRK 140C. SWRK 140B focuses on social work practice with individuals and families. SWRK 140C focuses on social work practice with groups, organizations and communities.

Both SWK 140B and SWK 140C emphasize practice within a diverse (age, gender, ethnicity, mental and physical ability, sexual orientation, religion/spirituality, groups of vulnerable and oppressed persons) society. This emphasis is supported by the NASW Code of Ethics which states that “Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability” (NASW Code of Ethics, 1.05c). Social work values, ethics and ethical decision making are applied to the spectrum of social work practice processes. Students are expected to apply knowledge of social systems, lifespan development, life course issues, diversity, and social justice in relationship building, assessment, treatment planning, intervention and evaluation with individuals, families, groups, organizations and communities.

COURSE OBJECTIVES

Upon successful completion of this 140B/C course, the student will be able to…

Knowledge Objectives

1) Articulate and apply knowledge and understanding of generalist social work practice within an ecological framework with and on behalf of diverse individuals and families across the lifespan.
2) Develop an understanding of and learn to apply a generalist social work practice process including assessment, intervention planning, intervention, and evaluation of practice and services with a diversity of individuals and families across the lifespan.

3) Understand the principles, concepts and skills of strengths-based, empowerment, ecological and culturally competent social work practice frameworks and apply one or more theories with and on behalf of diverse individuals and families across the lifespan.

4) Develop a critical perspective of the frameworks and theories utilized in practice and apply one or more theories in work with clients in the field setting.

5) Demonstrate knowledge and understanding of social work mission and values, ethics and principles of practice (i.e., NASW Code of Ethics’) through critical thinking, identify ethical dilemmas and apply ethical decision making processes.

6) Further develop your personal and professional capacities and the ability to manage personal and professional boundaries (this includes demonstration of the ability to apply the values and ethics of social work as articulated in the NASW Code of Ethics).

Skills Objectives
1. Apply the strengths, empowerment, and ecological frameworks through the social work practice process, in your field setting when working with diverse individuals and families across the lifespan.
2) Identify and utilize appropriate assessment frameworks (bio-psycho-social, eco-map, genogram, and others) as assigned.
3) Demonstrate generalist social work practice interview skills with diverse clients across the lifespan.
4) Develop and demonstrate the ability to engage in all phases of the social work process with diverse client groups.
5) Articulate social justice and advocacy issues as they relate to vulnerable, diverse, at-risk and/or oppressed populations across the lifespan.
6) Develop and demonstrate diversity competent social work skills in social work practice with individuals and families of diverse ages, cultures, ethnicities, race, sexual orientations, socioeconomic classes, gender, physical and mental ability, and those who are vulnerable and oppressed.
7) Apply social work values and principles of the NASW Code of Ethics, including the use of ethical decision making processes throughout the helping process with diverse clients across the lifespan.
8) Demonstrate the Integration of specific classroom content with field practicum experiences.
9) Demonstrate the skills of self-awareness and articulate one’s sense of self, personal strengths and challenges for ethically-based and culturally competent social work practice
Values Objectives

1. Internalize a valuing of diverse client strengths, resiliencies and resources throughout the social work practice process.

2. Demonstrate sensitivity to social and economic justice as it relates to issues of age, race, ethnicity, culture, class, gender, sexual orientation, religion, and/or physical or mental ability, and those who are vulnerable and oppressed.

3. Incorporate the mission, values and ethics of the social work profession in one’s development of professional self.

4. Integrate the core values of the social work profession as identified in the NASW Code of Ethics into one’s social work practice.

COURSE FORMAT

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion, experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. It is important to realize that this is not a lecture, note taking, and multiple-choice type of course. This is a social work practice course and demands your active engagement and participation for successful completion.

Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have read all assigned readings before the class session for which they are assigned and be active in cooperative and collaborative learning exercises.

COURSE REQUIREMENTS

1. Open Door Policy: The material in this course is your lifeline to social work practice and I want it to be as fun, understandable and interesting as possible. If you have a question, concern, or suggestion, please do not hesitate to come see me or call me. I am here to help you.

2. SacCT: This course has a SacCT site that students are required to access as part of the course. CSUS requires that students be computer literate and they offer support. For SacCT support, call 278-7337 or go to the Academic Info Resource Center (AIRC) Building (M-F 7am-5pm; Sat & Sun 10am-4pm).

3. Attendance: Attendance is important! It is not possible to pass this course with sporadic attendance. If you miss more than three (3) classes your grade will automatically be lowered one full letter grade. If you miss more than six (6) classes you will fail the course.

4. Consistently Late: Be aware that this course is about professional behavior. It is okay to only be late as a rare occurrence. It is not okay to be late in a pattern as it is disruptive to the flow of the class activities. If you are consistently late, your grade will suffer.
5. **Classroom Preparation and Participation:** Students need to be prepared to participate in discussions and in oral and written exercises. The instructor will expect classroom participation and discussion regarding readings, case material, integration of field experiences, and other activities as they pertain to classroom feedback and interaction. A student’s grade will/can be decreased if, over the course of the semester if the student is not participating and/or responding to classroom discussion.

6. **Late Assignments:** There will be a deduction of points for every day that an assignment is late. If something has occurred in your life where you need more time for an assignment, please contact me before the day that the assignment is due and explain your dilemma. It is possible that there will not be a penalty. Don’t assume this, however, as there is no guarantee.

7. **Writing Assignments:** Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lowered grades. If you are concerned about the quality of your writing and would like some assistance, please make an appointment with the instructor before the assignment is due to discuss how to obtain the help you need. Sacramento State now has a “Student Writing Handbook” that is an excellent resource. It can be purchased at FedEx/Kinkos (close to campus at 5600 J Street) for $10.

8. **APA Format:** All papers should be typewritten and double-spaced. Apply the basic APA, 6th Edition (American Psychological Association) style for all written assignments both in the main text and in citing references. The Sacramento State “Student Writing Handbook” (see above) has excellent information to help you master APA formatting.

9. **Writing Tutor, Division of Social Work:** The Division offers all-day tutoring every day of the week except on Wednesdays (from 9 to 4:00 or later). The location is Mariposa 2047. You can drop-in or schedule an appointment. Call the Division at 278-6943.

10. **Ethical Practice:** As developing social work professionals, it is expected that students will be familiar with and adhere to the NASW Code of Ethics. This code for professional behavior should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s). Classroom dynamics must be safe, appropriate, on the topic, and respectful of diversity or opinion and experience. Consistently insensitive or counterproductive classroom dynamics will not be tolerated.

11. **Field Integration:** This course syllabus is to be shared with the field instructor as soon as possible after the student’s entry into the field in order to provide guidance for both the field instructor and classroom instructor in supporting the fullest possible integration of field and class learning.

12. **Incomplete Grades:** A grade of “incomplete” may be assigned only in cases of illness, accident or other occurrences clearly beyond the student’s control. Incomplete grades are not automatically given. It is the student’s responsibility to fulfill the University’s and/or Division’s policies and procedures for obtaining an incomplete. Students who fail to follow applicable policies will be assigned a grade of “fail” for the course.

13. **Students in Need of Accommodations:** The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD). I am committed to assisting students (or facilitating needed assistance) in any
way I possibly can in areas of academic resources. Please let me know of any special
education needs you may have as early as possible.

14. Grading Range:
   - A 94.5-100
   - A- 89.5-94.4
   - B+ 86.5-89.4
   - B 83.5-86
   - B- 79.5-83.4
   - C+ 76.5-79.4
   - C 73.5-76.4
   - C- 69.5-73.4
   - D+ 66.5-69.4
   - D 63.5-66.4
   - D- 59.5-63.4
   - F Below 59.5

### PLAGIARISM: WHAT IS IT AND HOW TO AVOID IT

Written work must reflect your own thinking. It is considered plagiarism if you copy from your
textbook, other printed works, other students or claim ideas that belong to others without citing
the source of those ideas. More specifically, plagiarism is the use of distinctive ideas or works
belonging to another person -without providing adequate acknowledgement of that person's
contribution. Regardless of the means of appropriation, incorporating another's work into one's
own requires adequate identification and acknowledgement. Plagiarism is doubly unethical
because it deprives the author of rightful credit and gives credit to someone who has not earned
it. Acknowledgement is not necessary when the material used is common knowledge. When
the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic: to intersperse a few words of one's own here and there while, in
   essence, copying another's work.
3. The paraphrase: the rewriting of another's work, yet still using the fundamental
   idea or theory.
4. Fabrication: inventing or counterfeiting sources.
5. Ghost-written material: submitting another's effort as one's own.

It is also plagiarism to neglect quotation marks. Violation of University policy on plagiarism
can result in an automatic failure (grade of “F”). In addition, if it is determined that a student
has plagiarized the work of another, the student may be suspended or expelled from the
University, depending on the circumstances. Students are encouraged to review the University
policy on plagiarism by visiting the web-site http://www.csus.edu/admbus/umanual/UMP14150.htm.

### TEXTBOOKS AND SAC-CT READING

**SacCT Reading**

There are articles posted in a file called "Readings" that can be found on the SacCT
homepage.

**Required Textbooks**


## 140B Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Out-loud Knowledge of Reading</td>
<td>15</td>
<td>Ongoing</td>
<td>In Class</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30</td>
<td>Tues, 9/28</td>
<td>In Computer Lab Mariposa 1013</td>
</tr>
<tr>
<td><em>There is no make up for this exam.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digitally Recorded Interview &amp; Self-Assessment</td>
<td>50</td>
<td>Tues, 10/28</td>
<td>Hand in before class.</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30</td>
<td>Tues, 11/23</td>
<td>In Computer Lab Mariposa 1013</td>
</tr>
<tr>
<td><em>There is no make up for this exam.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biopsychosocial Assessment &amp; Case Presentation</td>
<td>60</td>
<td>Tues, 12/7</td>
<td>Bring to Class</td>
</tr>
<tr>
<td>Online Quiz</td>
<td>15</td>
<td>By Fri, 12/17, 11:59 pm</td>
<td>See Assessment Tool, SacCT</td>
</tr>
<tr>
<td><em>There is no makeup for this quiz. Do not wait until the last minute in case you have problems accessing the quiz.</em></td>
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</table>

Total Points 200

## 195A Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Updates</td>
<td>Credit/No Credit</td>
<td>Thurs: 9/16, 10/7 11/4 and 12/2</td>
<td>Hand in before class.</td>
</tr>
</tbody>
</table>

## PARTICIPATION AND OUTLOUD KNOWLEDGE OF READING

*I am interested in how you participate in this course.* Participating means that you talk in a relevant fashion (about the lectures, discussions, readings, field, etc.) and that you listen and give feedback to your colleagues. It means that you “attend” to the class discussions and participate in your small group discussions.

You will be graded for each time you come to class and participate. Being late, leaving early, and snoring or dazing through class will reduce your daily participation grade! Check out the following criteria for how I will assess your participation.

### Criteria for Evaluating Participation

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and
persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

**TWO EXAMS**
There are two exams in this course. The exams cover material from the reading, lecture and class discussion. A basic study guide, given one week prior to the exam, will help you prepare. The exam will be given in the Mariposa Computer Lab (Room 1013) via the SacCT “Assessment Tool.” Please note: *there are no make-ups for a missed exam.*

**DIGITALLY RECORDED INTERVIEW AND SELF-ASSESSMENT**
You will pair up with a classmate and digitally interview each other for 20 minutes. You will focus on engaging a suicidal client using interview skills that have been practiced and discussed in class. You will do an Eco-map of your “client.” After the interview, you will complete a SOAP progress note, as well as an assessment of your skills. All of this will be turned into the instructor in one envelope. In addition to the interview and the written assignment, you will present your interview to a team of peers (in small groups) who will provide feedback and support for your work. Detailed instructions and grading criteria will be available on SacCT.

**BIO-Psycho-Social Assessment (BPSA) & CASE PRESENTATION**
Using a format that will be provided, you will conduct a biopsychosocial (BPSA) with a client in your agency. Be sure you identify a client as soon as possible in the semester as it will probably take up to three meetings to complete the interview. This assignment is meant to help students develop their assessment skills. Please be as thorough as possible.
You will present your case to two class colleagues on Tuesday, 12/7. This will be a small group exercise where your colleagues provide feedback and support for your work. Detailed instructions and grading criteria will be available on SacCT.

ONLINE QUIZ
This quiz is to be taken online through SacCT at some point during finals week. You will take it at home (or wherever). The quiz will be available after the last class and due by Friday 12/17 at 11:59pm. It will be multiple choice and true /false questions. Please note: there are no make-ups for a missed exam.

In taking this quiz, you will have one attempt to get into SacCT to take it. Once you are in the quiz, you can take as much time as you need during this one attempt. You will need a lock down browser into order to take the quiz. Try not to wait until the hour that the quiz is due. Many students have had internet or other problems related to accessibility when taking online exams. You should allow yourself at least two days to manage the problems associated with accessing the quiz. For SacCT support at any time during the course, please contact the University Help Desk by email helpdesk@csus.edu, phone (916) 278-7337, or visit them in person at AIRC 2005.

FIELD UPDATES
During the semester you will write four Field Updates (see page 13-14) and turn them in at the beginning of class. There are two parts to the update: Part One is a simple check list wherein you will let me know how the field internship is going for you. In Part Two you will need to do further explanation, elaborating on a case or situation in the field. You need to type this part and include citations. The Field Update is available to download on the SacCT homepage, under “Field” Section.
## CALENDAR OF EVENTS & READING ASSIGNMENTS

*Subject to Change at the Instructor’s Discretion or as Academic Requirements Demand.*

**Week 1: 8/31 & 9/2**
Welcome to this class! Course overview & review of syllabus and assignments. Building a classroom community. Aligning practice class to your field placement. Beginning the journey: the developmental stages of your field experience and understanding yourself.

**Reading:**
1. Sweitzer & King: Chapters 1-4 (1-88).
   
   On 9/2, there will be a quiz on Sweitzer & King’s developmental model (Ch. 3) and on the components of self understanding (Ch.4).

**Week 2: 9/7 & 9/9**
Review of the “social work intervention process” and other concepts and terms from SWRK 140A.

And…further discussion about your field placements (“field round”), as well as a description of the “Learning Agreement” and other field issues (deadlines, policies, etc.).

**Reading:**
1. Kirst-Ashman & Hull, Chapter 1: Introducing generalist practice (3-43)
2. Sweitzer & King, Chapters 5-9: (91-187)
3. Download and Bring to Class: SWRK 140B Field Notes; see SacCT “Field” Section

**Week 3: 9/14 & 9/16**
**First Field Update: Due 9/16**
Revisiting the NASW Code of Ethics with an emphasis on ethical decision making.

**Reading:**
1. Kirst-Ashman & Hull, Ch 11: Values, Ethics and Resolution of Dilemmas (370-411)
2. Sweitzer & King, Ch 13: Professional, ethical and legal issues (272-305)
3. NASW Code of Ethics -Bring a copy to class; see SacCT “Code of Ethics” Section

**Week 4: 9/21 & 9/23**
Interviewing skills: starting for starting and conducting an interview.

…and…
A review of theory. Applying social work theory to your field work. What theories are you using?

**Reading:**
2. Ward & Mama, Ch 9: Pick a theory, any theory (91-103); See Sac CT “Readings.”
3. Theory grid, See SacCT “Theory” Section.
### Week 5: 9/28 & 9/30
**Exam#1: Given on Tuesday 9/28**
Engagement: how to involve a client in your initial phase.

**Reading:**
1. Kirst-Ashman & Hull, Ch 5: Engagement and Assessment (145 to 174 only)
2. Kirst-Ashman & Hull, Ch 6: Planning in Generalist Practice (189-217)

### Week 6: 10/5 & 10/7
**Second Field Update: Due: 10/7**
Implementing social work practice; crisis intervention and dealing with suicidal clients; The ABC model. Staying with the dark side: talking to your clients about their suicidal ideation.

**Reading:**
1. Kirst-Ashman & Hull, Ch 7 Implementation applications (219-265). Focus on the “Crisis Intervention section”)
2. Kanel (2006), Ch. 5: The ABC Model & Ch. 6 When Crisis is a Danger (54-101). See Sac CT “Readings” Section.
3. Web Search on Your Own: Find two websites that pertain to crisis intervention with suicidal individuals. Download the information from these three sites and bring to class. Come to class with ideas on “best practices” on how to work with a suicidal client. What do you do first, what next, what next, etc.

### Week 7: 10/12 & 10/14
**Case management and Case recording (SOAP notes)**

**Reading:**
1. Kirst-Ashman & Hull, Ch 15 (504-615) and Ch 16 (531-583)
2. SOAP Notes: See SacCT “Documentation” Section.

### Week 8: 10/19 & 10/21
Checking in with field. Developmental stages: disillusionment, confrontation and competence stages. Identify the stage that you are at in your field placement. What “reaction pattern” is at play here? Which one of your “family patterns” is at play?
1. Sweitzer & King, Ch 10-11 (191-245) and 14 (306-330).

### Week 9: 10/26 & 10/28
**Interview & Self Assessment: Due 10/28**
Human diversity and your own diversity identity. Unveiling the full meaning of human diversity; How far do we need to move out of our own “cultural comfort zone” in order to do culturally competent social work?

**Reading:**
1. Kirst-Ashman & Hull, Ch 12: Culturally competent practice (414-438)
2. Read these four articles; go to Sac CT “Readings” Section.
   b. Hardy (1993). War of the worlds: Black professionals negotiate conflicting… (50-57)
   c. Nash & Nguyen (1996). When a ghost comes to therapy (1-5)
   d. Kort (2004). Queer eye for the straight therapist (1-4)
<table>
<thead>
<tr>
<th><strong>Week 10:</strong> 11/2 &amp; 11/4</th>
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<tbody>
<tr>
<td><strong>Third Field Update: Due on 11/4</strong></td>
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<tr>
<td>Evaluation and termination: did the client achieve his/her goals? How do you know?</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>1. Kirst-Ashman &amp; Hull, Chapter 8 (266-304)</td>
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<tr>
<th><strong>Week 11:</strong> 11/9 only</th>
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<tr>
<td><strong>Note: Thursday, 11/11 is Veteran’s Day, No Class</strong></td>
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<tr>
<td>Introduction to family social work and family assessment. Looking at your own family experiences as an important backdrop in how you handle families.</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>1. Kirst-Ashman, Ch 9: Understanding families (306-334)</td>
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<table>
<thead>
<tr>
<th><strong>Week 12:</strong> 11/16 &amp; 11/18</th>
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<tbody>
<tr>
<td>How to engage a family by joining with all members. Practice with a first family session.</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>1. Kirst-Ashman, Ch 10: Working with families (336-366)</td>
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<tr>
<th><strong>Week 13:</strong> 11/23 only</th>
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<tbody>
<tr>
<td><strong>Thursday, 11/25: Happy Thanksgiving</strong></td>
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<tr>
<td><strong>Exam #2: Given on Tuesday 11/23</strong></td>
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<tr>
<th><strong>Week 14:</strong> 11/30 &amp; 12/2</th>
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<tr>
<td><strong>Fourth Field Update: Due 12/2</strong></td>
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<tr>
<td>Nearing the end of this semester’s field placement: responsible preparation for your winter break. Field round.</td>
</tr>
<tr>
<td>…and…</td>
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<tr>
<td>An overview of the Planned Change Process; A review of assessments and intervention plans.</td>
</tr>
<tr>
<td><strong>Reading:</strong> None</td>
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<thead>
<tr>
<th><strong>Week 15:</strong> 12/7 &amp; 12/9</th>
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<tbody>
<tr>
<td><strong>Biopsychosocial Assessment &amp; Case Presentation: Due 12/7</strong></td>
</tr>
<tr>
<td>On Tuesday, 12/7 each student will present his or her case in a small group of three. Please time the presentation to take 15 minutes.</td>
</tr>
<tr>
<td>On Thursday, 12/9, let's celebrate and participate in a closing activity.</td>
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<tr>
<td><strong>Reading:</strong> None</td>
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**Finals Week: 12/13 to 12/17**
**Quiz: Due by Friday, 12/17 at 11:59pm.**

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**Field in the Spring Semester: SWRK 195B**
Field resumes the first week of January, 2011.

**First SWRK 140C Class is on Tuesday, January 22, 2011**
Classroom: Mariposa 5002
COURSE READINGS

References


PART ONE

1. I have been meeting with my field instructor for one or more hours every week. Yes □ No □
   Comments:

2. I have been meeting with my task supervisor for one hour or more this week. Yes □ No □ N/A □
   Comments:

3. On a scale of one to ten, to what degree do you think your learning needs are being attended to at this agency? ___________ (1 = never ....5.... 10= always)
   Comments:

4. What percentage of the time you are at the agency do you meet with clients? ________ (0 – 100%)
   Comments:

5. On a scale of one to ten, what was your level of energy at the agency over the past week? ___________ (1 = extremely low ....5.....10 = extremely high)
   Comments:

6. On a scale of one to ten how comfortable did you feel in your relationship to staff at the agency during this week? ___________ (1=extremely uncomfortable.....5......10=extremely comfortable)
   Comments:

7. On a scale of one to ten how comfortable did you feel in your relationship to clients during this week? ___________ (1=extremely uncomfortable.....5....10=extremely comfortable)
   Comments:
PART TWO: Answer any two or more questions every time you turn in a Field Update.

- What learning challenges were presented to you this week?
- What are potential solutions to the challenges?
- What reading content was relevant to what you did in the field? Be specific.
- What activities from your Learning Agreement did you do this week?
- What are you learning about yourself as a professional social worker?
- What mistakes did you make in the field this week? (Remember "mistakes" are excellent learning opportunities. Really there is no such thing as a "mistake.")
- What joys do you have that is related to the field? What are you proud of?

Grading Criteria: Credit or No Credit
Credit will be given to students who are thorough with their responses. Special attention will be focused on integration of concepts, themes, and professional social work terminology. Inadequate coverage of these will result in "no credit" for the Field Update. Students need to complete 4 Field Updates in order to receive "credit" for SW195.

1. Type: Please type your responses (double-space/12 font/1" margins)
2. APA Citations for Part II: at least two per Update. You need to make use of the Sweitzer & King text.
3. Page Expectation for Part Two: 1-2 pages
4. Attach: Please staple Part I and II.
5. Due: At the beginning of class. Do not email please.
6. Themes: Consider some of the themes below to help you organize your thoughts.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills/Roles</th>
<th>Values/Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cultural Competence</td>
<td>• Advocating</td>
<td>• Service</td>
</tr>
<tr>
<td>• Ethical Dilemmas</td>
<td>• Being Non-judgementalism</td>
<td>• Social Justice</td>
</tr>
<tr>
<td>• Confidentiality</td>
<td>• Practicing Confidentiality</td>
<td>• Human Dignity and Worth</td>
</tr>
<tr>
<td>• Self-Disclosure</td>
<td>• Being ethical</td>
<td>• Importance of Human Relationships</td>
</tr>
<tr>
<td>• Boundary Issues</td>
<td>• Being Accountability</td>
<td>• Integrity</td>
</tr>
<tr>
<td>• Use of Power</td>
<td>• Assessing Risks</td>
<td>• Competence</td>
</tr>
<tr>
<td>• Increasing Self-Awareness</td>
<td>(suicidality, child abuse, etc.)</td>
<td>• Acceptance</td>
</tr>
<tr>
<td>• Client Self-Determination</td>
<td>• Assessing a client, group or organization</td>
<td>• Individualization</td>
</tr>
<tr>
<td>• Any Theory</td>
<td>• Confronting a client</td>
<td>• Client Self-Determination</td>
</tr>
<tr>
<td>(Psychoanalytic, Ecological, Strengths, Conflict, Erikson, Organizational Theory, Group Theory, etc.)</td>
<td>• Resolving a conflict</td>
<td>• Objectivity</td>
</tr>
<tr>
<td>• Any concept or lesson learned in any of your social work classes</td>
<td>• Teaching a concept to a client</td>
<td>• Honesty</td>
</tr>
<tr>
<td></td>
<td>• Case Management</td>
<td>• Lifelong Learning</td>
</tr>
<tr>
<td></td>
<td>• Doing Research</td>
<td>• Ethical Decision Making</td>
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<tr>
<td></td>
<td>• Doing Outreach</td>
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<tr>
<td></td>
<td>• Being a Mediator</td>
<td></td>
</tr>
</tbody>
</table>