

**LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
SOWK 757C Professional Practicum & Seminar
Spring Quarter 2005-2006**

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TEXTBOOK

Corey, M. & Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole Publishing Company.

Loma Linda University Department of Social Work. (2005/2006). *Field Manual*. Loma Linda, CA: Author.

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities*. Itasca, IL: Peacock Publishers, Inc.

COURSE CONTEXT AND DESCRIPTION

Sequence V: Field Practicum provides the integration of the content from course work Sequences I through IV in identifying, comparing, and deepening generalist practice skills and concepts. Special emphasis is also placed on the integration of professional values and ethics into students' professional practice.

COURSE GOAL

The goal of Foundation Practicum is to allow each student to synthesize theoretical and practical knowledge obtained from the Field Practicum agency and the course work.

COURSE OBJECTIVES

- To have students discuss professional experiences relating to generalist social work roles, functions, and interactions with allied professionals;
- To discuss professional experiences and how educational supervision impacts on developing self-direction and awareness;
- To discuss an ecological practice perspective that regards people in relationship to their environment within an historical and cultural context;
- To provide students opportunities to discuss integration of social work knowledge, values, and intervention skills with sensitivity to special populations (ethnic and racial groups);
- To discuss opportunities for understanding and internalizing social work values, ethics, and principles into a professional practice perspective;
- To discuss with students social policies and service delivery systems and gain consequent appreciation for ways in which professional social workers can bring about needed change; and

- To promote an appreciation and capacity to build collaborative relations with allied professionals in interdisciplinary settings.

LEARNING OUTCOMES

The following objectives reflect the learning expectations of students through the combined experience of practicum and seminar.

Foundation Learning Outcomes

1. Understands, Respects, and Integrates the Ethics and Values of the Social Work Profession
 - a. Demonstrates respect for right of self determination.
 - b. Maintains appropriate guidelines for confidentiality.
 - c. Maintains appropriate boundaries, distinguishing professional relationships from personal relationships.
 - d. Demonstrates the capacity to respect diverse issues of gender, race, religion, class, disability, and age.
 - e. Identifies ethical dilemmas as these arise and takes to supervision for discussion.
2. Demonstrates Motivation in the Role of Learner
 - a. Takes initiative to identify own learning needs.
 - b. Actively participates by asking questions and volunteering relevant information while in supervision or other training experiences..
 - c. Demonstrates ability to learn from a variety of sources (peers, other agency staff, field instructor, preceptors, consultants, Field Faculty, assigned readings.)
 - d. Accepts and utilizes constructive criticism.
 - e. Acknowledges areas of strength.
 - f. Acknowledges areas of needed growth and development.
 - g. Demonstrates ability to identify own values and the potential impact on work with clients.
 - h. Prepares for supervisory conferences.
 - i. Participates in educational planning and evaluation of his/her performance.
 - j. Appropriately seeks direction from Field Instructor as needed.
 - k. Demonstrates ability to work independently when appropriate.
3. Demonstrates Knowledge of the Agency's Mission, Goals, Organizational Structure and Community which is Served
 - a. Demonstrates working knowledge of the practicum agency's mission, goals, policies, and procedures.
 - b. Identifies and understands the intra-agency organizational relationships and activities.
 - c. Demonstrates knowledge, respect, and ability to work cooperatively with support staff in the practicum setting.
 - d. Collaborates appropriately with other professionals or as a member of a multi-disciplinary team to ensure integrated and comprehensive services to clients.
 - e. Demonstrates the ability to access and utilize community resources that are appropriate for the population being served.
 - f. Identifies social policies, laws, practices, etc. that impact the client system or delivery of service.
4. Demonstrates Responsible Work Management Skills
 - a. Prioritizes work assignments.
 - b. Complies with agreed upon field practicum hours.
 - c. Notifies field instructor of any schedule changes.
 - d. Keeps accurate and up-to-date case records following agency policy.

- e. Completes and submits one process recording per week (written, audio or video).
 - f. Writes legibly and thoroughly in all types of documentation.
5. Demonstrates skill in completing a biopsychosocial history utilizing a systems theory framework.
- a. Demonstrates basic knowledge of systems theory in work with clients.
 - b. Applies knowledge of human differences in practice, i.e., cultural, ethnic, racial, religious, sexual orientation, socioeconomic, gender, disability, age, etc.
 - c. Applies knowledge and concepts of human growth and development in work with clients (physical, behavioral, emotional, social, and spiritual.)
 - d. Demonstrates capacity to elicit information, including facts, and feelings from clients and significant others.
 - e. Demonstrates ability to identify and clarify the presenting problem(s); establish goals and interventions.
 - f. Demonstrates ability to assess client and/or family member at risk for suicide, homicide, child abuse, elder abuse, spousal abuse, substance abuse, etc.
 - g. Demonstrates ability to identify the client's internal strengths and support systems.
6. Demonstrates a basic range of generalist practice skills and interventions reflecting the continuum of social work practice: Information and referral, advocacy, case management, crisis intervention, short-term intervention and long-term intervention.
- a. Demonstrates an understanding of generalist practice with individuals.
 - b. Demonstrates an understanding of generalist practice with families.
 - c. Demonstrates an understanding of generalist practice with group and group process.
 - d. Demonstrates an understanding of generalist practice with communities and organizations.
 - e. Utilizes the intervention plan with the client on an ongoing basis, modifying short term and/or long term goals as needed..
 - f. Plans and implements appropriate termination process with clients.
 - g. Understands and uses verbal and non-verbal cues including: body positioning, eye contact, speech patterns, tone, and volume of voice.
 - h. Demonstrates an ability to use the following:
 - i. Open and closed questioning, encouraging, paraphrasing, reflecting & summarizing.
 - ii. Reframing, partializing, prioritization, and focusing.
 - iii. Clarification, interpretation, and use of silence.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The primary method for seminar will be interactive as opposed to didactic. All students are required to participate in the teaching/learning process with the seminar instructor.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required providing the major content for discussion. *Required readings are located in either the text books or course supplements.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed

directly with the course instructor.

Classes begin at 10 minutes after the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Process Recordings: One process recording is due to field instructor each week.

Professional Development Portfolio: Incorporated into the field seminars is a professional development portfolio that students begin during the first quarter of the foundation practicum and conclude with the completion of the advanced practicum. This process consists of the students' presentation and reflection on the individualized learning and professional growth each has experienced while enrolled in the MSW program. During the foundation year, the student will compile his or her learning plan, quarterly education assessments, and self-evaluation from his or her practicum, and significant work prepared for seminar class.

Professional Growth and Self-awareness Paper: Students are to write a three-page paper on areas of professional growth and self-awareness during their field placement. Students should identify their areas of strengths, learning needs for the future, and areas of interest. Students should also identify any areas of conflict with clients or staff and how they learned to resolve those issues.

Case Presentation: Students will be given a vignette to review and analyze critical thinking of client dynamics. This presentation designed to assist students in preparing for the Qualifying Exam. An outline will be passed out in class.

Field Manual: Students are expected to fulfill the requirements set forth in the field manual.

GRADING

The grade for the practicum/seminar class is based on 1) attendance and active class participation, 2) completion of class assignments, and 3) the field evaluation. Class participation and completion of assignments are worth 50% of the grade; and, the field evaluation is worth 50% of the grade. Although the field instructor will complete the educational assessment at the end of the quarter, it will be the seminar professor who gives a final grade on the evaluation based on field performance.

Grading for the class is based on the Satisfactory (S) and Unsatisfactory (U) grading system. A satisfactory grade is equivalent to a 'B' on a 4.0 scale.

Attendance and Participation	15%
Paper	15%
Case Presentation	10%
Wholeness Portfolio	10%
<u>Field Evaluation</u>	<u>50%</u>
TOTAL	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Anonymity and confidentiality of clients is to be maintained at all times in both class discussion and written communication.

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability:** All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose:** To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope:** PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section

below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and

use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient’s family or employer must be removed:

<u>List of Patient Identifiers</u>	
Names	Health plan beneficiary identifiers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver’s license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

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**SOWK 757C Professional Practicum & Seminar
COURSE SCHEDULE**

Developed: 08/03/04. Last Revision Date: 09/16/04. Version 4. Corporate Compliance

WEEK ONE-March 28, 2006

LECTURE TOPICS:

- I. Case Review
- II. Field Placement discussion

WEEK TWO-April 4, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. Empowering clients and planning maintenance strategies
 - B. Understanding developmental needs of adults and treatment issues
 - C. Community based social work and the interagency collaboration

READINGS/ASSIGNMENTS (*REQUIRED*):

- Corey, M. & Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole Publishing Company.
- Chapter 8 Working in the community, pp. 278-299.
 - Chapter 11 Understanding life transitions, pp. 87-107.
 - Chapter 12 Understanding special populations, pp. 300-321.

WEEK THREE-April 11, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - a. Termination with agency and clients
 - b. Impact of termination on intern

READINGS/ASSIGNMENTS (*REQUIRED*):

- Shulman, L. (1999). Ending and transition. In *The skills of helping individuals, families, groups, and communities* (pp. 200-220). Itasca, IL: Peacock Publishers, Inc.

WEEK FOUR-April 18, 2005

Patton State Field Trip

WEEK FIVE-April 25, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill Building Lab
 - a. Debriefing on Patton State Hospital Trip
 - b. Securing 2nd year field placement (Students to complete 2nd year field placement forms).

WEEK SIX-May 2, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab:
 - a. Group Work
 - b. Family Work

READINGS/ASSIGNMENTS (*REQUIRED*):

Corey, M. & Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole Publishing Company.
Chapter 13 Working with groups & families, pp. 323-342.

WEEK SEVEN-May 9, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab: Student case presentations

WEEK EIGHT-May 16, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab: Student case presentations

WEEK NINE-May 23, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. Transitioning from 1st to 2nd year student – Guest Speaker 2nd year student
 - B. Staying energized
 - C. Challenging student distortions
 - D. Time management

DUE TODAY: Wholeness Portfolio

READINGS/ASSIGNMENTS (*REQUIRED*):

Corey, M. & Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole Publishing Company.
Chapter 15 Take care of yourself, pp. 365-384.

WEEK TEN-May 30, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. Discussion of areas of professional growth and development while in practicum

DUE TODAY:

Educational Assessment
Professional Growth and Self-awareness Paper

WEEK ELEVEN-June 6, 2006

LECTURE TOPICS:

- I. Case Review
- II. Skill-building Lab
 - A. Evaluation of first-year practicum experience
 - B. Course evaluations

SOWK 757A, B, & C Professional Practicum & Seminar
REFERENCE LIST AND SUGGESTED READINGS

- Corliss, L., & Corliss, R. (1998). *Human service agencies: An orientation to fieldwork*. Pacific Grove, CA: Brooks/Cole.
- Cournoyer, B. (2000). *The social work skills workbook*. Pacific Grove, CA: Brooks/Cole.
- Dhooper, S., Rompf, E., & Royse, D. (1999). *Field instruction: A guide for social work students*. New York: Longman.
- deMayo, R. A. (1997). How to present at case conference. *Clinical Supervisor, 16* (1), 181-189.
- Jones, L. (1993). Decision making in child welfare: A critical review of the literature. *Child and Adolescent Social Work Journal, 10* (3), 241-262.
- Kleinman, S. (1993). *Emotions and field work*. Thousand Oaks, CA: Sage.
- Lum, D. (1999). *Culturally competent practice*. Pacific Grove, CA: Brooks/Cole.
- Mitchell, R. (1993). *Secrecy and field work*. Thousand Oaks, CA: Sage.
- Patterson, L., & Welfel, E. (2000). *The counseling process*. Pacific Grove, CA: Brooks/Cole.
- Royse, D., Dhooper, S., & Rompf, E. (1993). *Field instruction: A guide for social work students*. White Plains, NY: Longman.
- Sandler, B., & Paludi, M. (Eds.) (1993). *Educator's guide to controlling sexual harassment*. Washington DC: Thompson.
- Shulman, L. (1993). *Teaching the helping skills*. Alexandria, VA: Council on Social Work Education.
- Singer, M. I., Singer, L. T., & Anglin, T. M. (Eds.). (1993). *Handbook for screening adolescents at psychosocial risk*. New York: Lexington.
- Solnit, A., Nordhausm B., & Lord, R. (1992). *When home is not haven: Child placement issues*. New Haven: Yale University Press.
- Walsh, J. (2000). *Clinical case management with persons having mental illness*. Pacific Grove, CA: Brooks/Cole.
- Wells, C. (1999). *Social work day to day: The experience of generalist social work practice*. New York: Longman.
- Yamashiro, G., & Matsuoka, J. K. (1997). Helpseeking among Asian and Pacific Americans: A multiperspective analysis. *Social Work, 42* (2), 176-186.