

**LOMA LINDA UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY**  
**SOWK 787A Advanced Professional Practicum & Seminar: Policy**  
**Fall Quarter 2006-2007**

<b>Section:</b>	<b>Instructor:</b>	<b>Phone:</b>	<b>Units:</b>	<b>Lecture:</b>	<b>Room:</b>
4	TBA	TBA	4	Thursdays	TBA

**TEXTBOOK**

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

**SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS**

Banner, D.K., & Gagne, T. E. (1995). *Designing effective organizations*. Thousand Oaks, CA: Sage.

Barskey, A. E. (2000). *Conflict resolution for the helping professions*. Stamford, CT: Brooks/Cole.

Kramer, R. M., & Neale, M. A. (Eds.) (1998). *Power and influence in organizations*. Thousand Oaks, CA: Sage.

**COURSE GOAL**

To provide a forum for integrating the advanced practice experiences and course work of students in the policy concentration.

**COURSE OBJECTIVES**

- Prepare students for advanced social work practice with organizations and communities in a broad range of health and mental health care settings;
- Prepare students for interdisciplinary practice with a variety of providers, administrators, policy makers, and educators to facilitate humane and equitable health and mental health care services;
- Solidify students' capacity to identify the presence of race/gender issues within and among organizations in all areas of professional practice, but specifically as these effect the operation and delivery of health and mental health systems and services;
- Formalize students' understanding and appreciation of the concepts that underline major models of planned change with application of these paradigms to health care and mental health organizations, systems, and services;
- Solidify students' understanding of the multi-dimensional aspects of health and mental health care systems; including current controversial issues, such as cost containment, access, resource allocation, and proposed reform;
- Solidify students' understanding of the impact of health and mental health policy on subgroups, such as minorities, women, the elderly, and populations affected by specific illnesses (e.g., AIDS, chronic mentally ill), and the impact these subgroups have on the development of policy;
- Operationalize students' understanding and application of research methodologies, techniques, and statistics for examining and proposing improvements in health and mental health care services, institutional practices and policies, and evaluation of professional practice;
- Formalize students' understanding and capacity for participating in and influencing the health and

mental health care policy-making process as an aspect of planned change;

- Solidify students' understanding of the multiple conceptual frameworks for examining the dynamics of planned and unplanned change that occur within the differential contexts of social work practice, with emphasis on developing students' capacity to articulate these metamorphic events into researchable queries and practice interventions.;
- Solidify for students the knowledge and skills required in the design, planning, implementation, monitoring, and evaluation of programs;
- Deepen students' understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions; structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions;
- Solidify students' understanding through advanced practicum opportunities of the complexities of large organizations and bureaucratic systems; including an appreciation for the nature of formal and informal structures, communication patterns and differing philosophical approaches as these affect the effectiveness and efficiency of services delivery, worker motivation, resource procurement and allocation; and
- Formalize students' application of knowledge through advanced practicum opportunities; the values, and skills to assist them in building administrative practices with which to develop, support, and maintain effective service delivery in health and mental health agencies and institutions; including role identification and development, situational leadership, strategic planning, levels and types of decision making, management of organizational behavior, use of information system, budgeting, documentation and reporting, resource development and utilization, and networking.

## **LEARNING OBJECTIVES**

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

### *Policy, Planning and Administration Concentration Learning Objectives*

#### I. Understands, Respects, and Integrates the Ethics and Values of the Social Work Profession

Competencies: The minimum learning expectations for all students.

- 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 and reviews ethical dilemmas with supervisors.
- f. Demonstrates use of professional judgment and conduct consonant with the values, ethics, legal, and multidimensional responsibilities of practice.

#### II. Demonstrates Motivation in the Role of Learner

Competencies: The minimum learning expectations for all students.

- a. Takes initiative to identify own learning needs.
- b. Demonstrates an ability to integrate new knowledge.

- c. Actively participates by asking questions and volunteering information while in supervision/seminar or other training experiences.
- d. Demonstrates ability to learn from a variety of sources including: peers, other agency staff, field instructor, preceptors, consultants, assigned reading.
- e. Demonstrates the integration of complex theories and research findings in developing his/her practice proficiency.
- f. Evidences interest and takes advantage of opportunities for expanding his/her knowledge and skills for working with population groups and problem areas.
- g. Demonstrates the capacity to evaluate his/her own practice in specific and meaningful ways.
- h. Accepts and utilizes constructive criticism.
- i. Acknowledges areas of strength.
- j. Acknowledges areas of needed growth and development.
- k. Demonstrates ability to identify own values and the potential impact on service delivery.
- l. Prepares for supervisory conferences.
- m. Participates in educational planning and evaluation of his/her performance.
- n. Demonstrates ability to assess need for direction from field instructor and is able to operate independently when appropriate.

III. Demonstrates Knowledge of the Agency's Mission, Goals, Organizational Structure and Community which is Served

Competencies: The minimum learning expectations for all students.

- 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 effectively with other professionals or as a member of a multi-disciplinary team to ensure integrated and comprehensive services to clients.
- e. Demonstrates competence in identifying and/or utilizing community resources to meet client needs.
- f. Identifies social policies, laws, practices, etc. that impact the client system or delivery of service.

IV. Demonstrates Responsible Work Management Skills (i.e., accurate and timely completion of documentation and process recordings, complies with agreed-upon field hours).

Competencies: The minimum learning expectations for all students.

- a. Keeps accurate and up-to-date case records following agency policy.
- b. Completes and submits comprehensive process recordings (written, audio or video, minimum of one per week.)
- c. Writes in a well organized, comprehensive, and concise manner, using appropriate grammar, spelling, and professional vocabulary.
- d. Manages workload and prioritizes work assignments.
- e. Complies with agreed upon field practicum hours, including responsibilities to client and agency site.

V. Demonstrates basic understanding of the agencies service role within its community context.

Competencies: The minimum learning expectations for all students.

- a. Demonstrates an understanding of the complexities of larger organizations and bureaucratic systems.

- b. Demonstrates knowledge of the nature of formal and informal structures as they affect communication patterns, delegation of assignments, and services to clients.
- c. Student is able to identify the strengths and weaknesses of the field practicum agency as an organization.
- d. Student is able to assess the strengths and weaknesses of the agency's approach to cultural diversity.

VI. Demonstrates knowledge of planning, program development, and evaluation.

Competencies: The minimum learning expectations for all students.

- a. Student has an understanding of the tasks necessary to effectively organize service providers/community representatives toward development of a collaborative system of care.
- b. Identifies and selects appropriate program planning models relevant to organizational, community and client needs.
- c. Demonstrates an understanding of how program development and implementation occurs relevant to the agency's organizational context.
- d. Understands how to use information and technology to evaluate practice and program effectiveness.
- e. Understands the purpose and use of evaluation to achieve accountability at every level of care.
- f. Understands the administrator's responsibility to participate in planning and development of effective systems of care.

VII. Demonstrates an understanding of the impact of relevant policy on the delivery of services to populations at risk, such as minorities, women, the elderly, and populations affected by specific illness (e.g., AIDS, chronic mental illness).

Competencies: The minimum learning expectations for all students.

- a. Student demonstrates an understanding of the requirements of policy analysis:
  - i. ability to define policy problems
  - ii. establishing criteria for policy choices
  - iii. mapping alternative strategies
  - iv. selecting appropriate strategies for sustaining planned change.
- b. Student demonstrates an understanding of specific laws, policies, court decisions, and regulations, relevant to agency service delivery.

VIII. Student demonstrates an understanding of a variety of administrative issues affecting organizations

Competencies: The minimum learning expectations for all students.

- a. Demonstrates an understanding of the roles and responsibilities of an administrator.
- b. Understands how a leader facilitates effective teamwork for the purpose of planning, formulating policy, and implementing service.
- c. Understands how administrators create opportunities for collaboration with other work units, related agencies, regulatory bodies, courts, and law enforcement.
- d. Demonstrates knowledge of different funding streams for social service agencies and client populations.
- e. Student can identify how the administrator facilitates worker productivity and morale.

**COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES**

The primary method for seminar will be interactive as opposed to didactic teaching. All students are required to actively participate in the teaching/learning process with the seminar instructor. Students are expected to take the initiative in presenting cases for class discussion and in giving feedback to other students.

## **COURSE ASSIGNMENTS**

*Required Readings:* Course readings designated as required provide the major content for lectures, discussions, and skill building labs. *Required readings are located in either the course text books or the course supplement.*

*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.

*Participant-Observer Critiques/Process Recordings:*

- A. One participant-observer critique is due to the field instructor each week

*Professional Development Portfolio:* The Professional Development Portfolio is incorporated into the field seminars beginning with the first quarter of the foundation practicum and concluding with the final quarter of the advanced practicum. This design engages students in continuous intentional reflection regarding their individualized professional growth. Field Seminar assignments are designed to progressively assist students in this process. The student will compile his/her learning plan, quarterly education assessments and self-evaluation from the practicum, and significant work prepared for seminar class. Examples of additional documents include:

1. Special projects and presentations completed at their practicum;
2. Professional resume;
3. Theoretical perspective paper (fall);
4. Professional contributions paper (spring);
5. Employment plans and continuing professional development goals; and
6. Workshops or colloquiums attended.

During the final quarter of the advanced practicum students present their completed portfolio, placing emphasis on significant milestones that represent their professional growth. Students conclude this presentation by summarizing their commitment to personal and professional wholeness and a career of contributions to the social work profession. In this way, the *Professional Development Portfolio* is seen as a

capstone academic experience; facilitating review, reflection, and transition in the development of a self-motivated learner and master practitioner.

*“Professional Use of Self” Paper:* Three page paper, double spaced, on the use of “self” in the administrative and organizational practice. The purpose of this paper is to develop an understanding of the concept of the use of self in advance practice settings.

- A. Identify personal characteristics that affect administrative and organizational practice. Refer to both overt characteristics (i.e. physical appearance) and covert characteristics (i.e. attitudes, behaviors).
- B. Discuss how training and academic knowledge affects responses to colleagues and clients. For example, discuss appropriate responses to dealing with difficult situations or people.
- C. Present ideas supporting the professional use of self in the agency environment. (For example, how does this concept contribute in a positive manner to employee morale and/or empowerment?)

*Administrative Case Presentation:* The presentation should be approximately seven minutes in length. It is to cover background information on an administrative issues or problem addressed as part of the field practicum experience. The presentation should include background information, pertinent administrative and/or policy issues, conditions internal or external to the organization that have impact of the decision-making process, proposed strategies for addressing the issue, and the selected plan of action and rationale for choosing this solution.

*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; 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.

### *Seminar Class:*

Attendance/Participation	15%
Portfolio	15%
Paper	10%
Case presentation	10%
<u>Field Evaluation</u>	<u>50%</u>
<b>TOTAL</b>	<b>100%</b>

Letter Grade*	Assigned value for calculation of grade point averages.
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

## 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 polices 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.

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

**SOWK 787A Advanced Professional Practicum & Seminar: Policy  
COURSE SCHEDULE**

**WEEK ONE-September 28, 2006**

LECTURE TOPICS:

- I. FIELD PRACTICUM/SEMINAR REVIEW
- II. Introduction to Advanced Policy Seminar
- III. Learning Plan Reviewed: Expectations for the Second Year Student
- IV. Review of Professional Development Portfolio
- V. Process recordings-Policy track

**LEARNING PLAN DUE IN CLASS WEEK THREE**

**WEEK TWO-October 5, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Ethical responsibilities in professional social work practice
  - b. Exercise: "The Decision"

READINGS/ASSIGNMENTS (*REQUIRED*):

Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work, 45* (3), 201-212.  
*Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)*

Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW code violations, 1986-97. *Social Work, 45* (3), 251-262.  
*Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)*

**WEEK THREE-October 12, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building lab
  - a. Legal documentation
  - b. Discussion: Learning plans

**DUE TODAY:** Learning Plans

Handouts on Documentation will be distributed in class

## WEEK FOUR-October 19, 2006

### LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Conflict management / Conflict resolution
  - b. Thomas-Kilmann Conflict Mode Instrument

### READINGS/ASSIGNMENTS (*REQUIRED*):

Barsky, A. E. (2000). The reflective CR practitioner. In *Conflict resolution for the helping professions* (pp. 34-59). Pacific Grove, CA: Brooks/Cole.

Thomas, K. W., & Kilmann, R. H. (2001). Thomas-Kilmann conflict mode instrument: Profile and interpretive report. In *Thomas-Kilmann conflict mode instrument*. Consulting Psychologists Press, Inc.

*Available at <https://www.skillsonline.com/images/smp248148.pdf>*

Thomas-Kilmann conflict mode instrument: Instructions.

*Available at [www.lebow.drexel.edu/greenhausj/Self-Assessment%20Instruments/Conflict%20Management%20Style.pdf](http://www.lebow.drexel.edu/greenhausj/Self-Assessment%20Instruments/Conflict%20Management%20Style.pdf)*

Zastrow, C. H., & Kirst-Ashman, K. K. (2004). Social systems and their impacts on middle adulthood. In *Understanding human behavior and the social environment* (6<sup>th</sup> ed.) (pp.442-444). Belmont, CA: Brooks/Cole.

## WEEK FIVE-October 26, 2006

### LECTURE TOPICS

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Surviving organizational politics

### READINGS/ASSIGNMENTS (*REQUIRED*):

Bacharach, S. B., & Lawler, E. J. (1998). Political alignments in organizations: Contextualization, mobilization, and coordination. In R. M. Kramer & M. A. Neale (Eds.), *Power and influence in organizations* (pp. 67-88). Thousand Oaks, CA: Sage.

## WEEK SIX-November 2, 2006

### LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Maintaining professionalism in interdisciplinary environment
  - b. Professional comportment

**WEEK SEVEN-November 9, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Use of self in administrative and organizational practice
  - b. Countertransference issues in the organizational environment
  - c. Role play: Vignettes related to organization culture

READINGS/ASSIGNMENTS (*REQUIRED*):

Valley, K. L., & Thompson, T. A. (1998). Sticky ties and bad attitudes: Relational and individual bases of resistance to change in organizational structure. In R. M. Kramer & M. A. Neale (Eds.), *Power and influence in organizations* (pp. 39-66). Thousand Oaks, CA: Sage Publications.

**WEEK EIGHT-November 16, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab: Administrative Case Presentation

READINGS/ASSIGNMENTS (*REQUIRED*):

Lazar, A., & Eisikovits, Z. (1997). Social work students' preferences regarding supervisory styles and supervisor's behavior. *The Clinical Supervisor*, 16 (1), 25-37.

**WEEK NINE-November 23, 2006: NO CLASS**

**Happy Thanksgiving**

**WEEK TEN-November 30, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill Building Lab: Administrative Case Presentation

**WEEK ELEVEN-December 7, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Evaluation of organizational culture
  - b. Self-defeating organizations
  - c. Role play: "Five types of self-defeating organizations"

**DUE TODAY:** *"Use of Self in Administrative and Organizational Practice" Paper  
Educational Assessment*

READINGS/ASSIGNMENTS (*REQUIRED*):

Banner, D.K., & Gagne, T. E. (1995). Organizational culture. In *Designing effective organizations* (pp. 369-394). Thousand Oaks, CA: Sage.

**WEEK TWELVE-December 14, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - a. Closure–Reflections of learning for Fall Quarter
  - b. Professional Development Portfolio Discussion
  - c. Course evaluation

**DUE TODAY:** Wholeness Portfolio

**SOWK 787A Advanced Professional Practicum & Seminar**  
**REFERENCE AND SUGGESTED READINGS**

- Aile-Corliss, L., & Aile-Corliss, R. (1998). *Human service agencies: An orientation to fieldwork*. Pacific Grove, CA: Brooks/Cole.
- American Psychiatric Press. (1993). *Clinical manual of supportive psychotherapy*. Washington, DC: Author.
- Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Belmont, CA: Wadsworth.
- Cournoyer, R., & Stanley, M. (2002). *The social work portfolio: planning, assessing and documenting lifelong learning in a dynamic profession*. Pacific Grove, CA: Brooks/Cole.
- Dickson, D. (1998). *Confidentiality and privacy in social work*. New York, NY: The Free Press.
- Dveirin, G. F., & Adams, K. (1993). Empowering health care improvement: An operational model. *Journal on Quality Improvement, 12*, 222-223.
- Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping*. Pacific Grove, CA: Brooks/Cole.
- Faiver, C., Eisengart, S., & Colonna, R. (2000). *The counselor's intern handbook*. Belmont, CA: Wadsworth.
- Friedman, R. M. (1993). Preparation of students to work with children and families: Is it meeting the need? Special Issue: Children's mental health administration. *Administration and Policy in Mental Health, 20* (4), 297-310.
- Haggerty, R., Roghmann, K., & Pless, I. (1993). *Child health and the community*. New Brunswick, NJ: Transaction Pub.
- Horejsi, C., & Garthwait, C. (2002). *The social work practicum*. Needham Heights, MA: Allyn & Bacon
- 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 Publications.
- Lambert, S. J. (1993, March). *Examining the career paths of men and women social workers*. Paper presented at the Annual Program Meeting of the Council on Social Work Education, New York.
- Lee, C. (1994). The feminization of management. *Training, 31* (11), 25-31. .
- Mitchell, R. (1993). *Secrecy and field work*. Thousand Oaks, CA: Sage Publications.
- Lum, D. (2000). *Social work practice and people of color*. Belmont, CA: Wadsworth.
- Patterson, L., & Reynolds Welfel, E. (2000). *The counseling process, 5<sup>th</sup> ed.* Belmont, CA: Wadsworth
- Pedersen, P. (2000). *Hidden messages in culture centered counseling*. Thousand Oaks, CA: Sage.
- Reamer, F. (2001). *Ethics education in social work*. Alexandria, VA: Council on Social Work Education.
- Saltzman, A., & Furman, D. (1999). *Law in social work practice*. Chicago, IL: Nelson-Hall.
- Schulman, L. (2003). *Interactional supervision*. NASW Press.
- Sweitzer, H. (2004). *The successful internship: Transformation and empowerment in experiential learning, 2<sup>nd</sup> ed.* Pacific Grove, CA: Brooks/Cole.
- Grobman, L. (Ed.). (2002). *The field placement survival guide*. Harrisburg, PA: White Hat Communications.