

**LOMA LINDA UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY**  
**SOWK 787B Advanced Professional Practicum and Seminar: Policy**  
**Winter Quarter 2006-2007**

Instructor:	Phone:	Lecture:	Room:

**TEXTBOOK**

Loma Linda University Department of Social Work. (2004). *Field manual*. Loma Linda, CA: Author.

**SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS**

Boone, L. E., Kurtz, D. L., & Hearth, D. (2000). The job search. In *Planning your financial future*. Orlando, FL: The Dryden Press, (pp. 45-59).

Manning, G., Curtis, K., & McMillen, S. (1996). *Building community: The human side of work*. Cincinnati, OH: Thompson Executive Press.

**COURSE CONTEXT AND DESCRIPTION**

*Advanced Practicum and Seminar (SOWK 687 A-C)* builds on the practice experiences and foundation courses of the first year while providing a forum for integrating the advanced practice experiences and course work of students@ selected concentration. Furthering this process, both the advanced practicum and seminar move students to consider competency for advanced practice as affected by interdisciplinary and peer collegial interactions, as well as formation of mechanisms assuring sustained professional commitment.

**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 affect the operation and delivery of health and mental health systems and services;
- Formalize students' understanding and appreciation of the concepts that undergird 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 mental illness), and the impact these subgroups have on the development of policy;
- Operationalize students' understanding and application of research methodologies, techniques, and statistics (including use of related sociometric statistics as indicators of patterns of health care utilization and the health status of various population) for examining and proposing improvements in health and mental health care services, institutional practices and policies, and evaluation of professional practice;
- 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;
- 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 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 systems, budgeting, documentation and reporting, resource development and utilization, and networking.

## LEARNING OBJECTIVES

The following outcomes 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.

- Demonstrates respect for right of self determination.
- Maintains appropriate guidelines for confidentiality.
- 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 supervisor.
- f. Demonstrates use of professional judgment and conduct consonant with the values, ethics, legal, and multi-dimensional 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 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.
- a. 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 agencies 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. ability to establish criteria for policy choices
  - iii. ability to map alternative strategies
  - iv. ability to select 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. 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. Identifies 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 agency experience/challenges 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.

*Test Taking Policy:* It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

*Participant-Observer Critiques:* 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, but not limited to:

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.

*Self-Reflection:* This paper should be four pages in length and follow APA criteria. Students are to identify their areas of professional strengths and needed areas of personal and professional development.

Specifically students are to:

- Identify 1-2 areas as a supervisor in which they believe they have a particular need for growth;
- Identify a plan of improvement for each area;
- Support plan through literature (multiple references) and examples from supervisory experiences.

*Field Manual:* Students are expected to fulfill the requirements set forth in the field manual (2004 edition).

## 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 AB@ on a 4.0 scale.

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

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 Assigned value for calculation of grade point averages.	

## 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@ 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 and staff is to be maintained at all times.**

**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:

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

<u><i>List of Patient Identifier</i></u>	
Names	Health plan beneficiary numbers
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)

**SOWK 787B Advanced Professional Practicum and Seminar: Policy  
COURSE SCHEDULE**

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

**WEEK ONE-January 4, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab: Review of syllabus and agency's experience
- III. Goals for winter Quarter

**WEEK TWO-January 11, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab: Developing professional networks

READINGS/ASSIGNMENTS (*REQUIRED*):

Mulroy, E. A. (1997). Building a neighborhood network: Interorganizational collaboration to prevent child abuse and neglect. *Social Work, 42* (3), 255-264.  
*Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)*

**WEEK THREE-January 18, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - A. Enhancing service delivery through community collaboratives
  - B. Discussion of Presentation to first year students
  - C. Guest speaker: Sargeant Gary Kossky Riverside Police Department Child Abuse in Neatigations

READINGS/ASSIGNMENTS (*REQUIRED*):

Weil, M. (1996). Community Building: Building Community Practice. *Social Work, 41* (5), 481- 499.  
*Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)*

**WEEK FOUR-January 25, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - A. Discussion of paper assignment
  - B. Discussion of management performance failures
  - C. Presentation outline and assignments

**HANDOUT:** *Management failures*

**WEEK FIVE-February 1, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - A. Culturally sophisticated agencies
  - B. Discussion - DWhat are acceptable patterns of diversity behavior within the agency?C

READINGS/ASSIGNMENTS (*REQUIRED*):

Baker, D.W. (1994). Diversity Tips from A to Z. Office of Diversity/ Teacher & Clinician version.

Gant, L. M. (1996). Are culturally sophisticated agencies better workplaces for social work staff and administrators?  
*Social Work, 41* (2), 163-170.  
*Available online through: <http://webbline.ltu.edu> - (Academic Search Elite, EBSCO)*

**WEEK SIX-February 8, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion

**WEEK SEVEN-February 15, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion

- II. Skill-Building Lab:
  - A. Self-reflection paper presentations
  - B. Group Presentation Practice

**DUE TODAY: Self-Reflection Paper**

**WEEK EIGHT-February 22, 2007**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab: Successful Grant writing
  - A. Guest Speaker: Bonnie Konowitch

READINGS/ASSIGNMENTS (*REQUIRED*):

Goldblatt, D. (1998). How to get a grant funded. *British Medical Journal*, 317(7173), 1647-1649.  
*Available online through: <http://webblin.e.ltu.edu> - (Academic Search Elite, EBSCO)*

**HANDOUTS WILL BE DISTRIBUTED IN CLASS**

**WEEK NINE-March 1, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - A. Grant Writing Continued
  - B. Presentation to First Year Students

**Wholeness Portfolio is due next week**

**WEEK TEN-March 9, 2006**

LECTURE TOPICS:

- I. Agency Experience Discussion
- II. Skill-Building Lab
  - A. Employment opportunities in social work
  - B. Interviewing skills for employment
  - C. Role play of interviewing skills

**DUE TODAY:**

Educational Assessments  
Wholeness Portfolios

**HANDOUTS: INTERVIEWING SKILLS**

**WEEK ELEVEN-March 16, 2006**

**LECTURE TOPICS:**

- I. Agency Experience Discussion
- II. Skill-Building Lab: Professional development portfolio review - In class
- III. Course Evaluations