

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is a required weekly integrative seminar which serves as a companion to the Fall/Winter semester (600 hour) internship in a social service agency. **This integrative seminar course will examine the relationship between theory, research, and practice.** Classroom curriculum and CSWE Core Competencies will be integrated with students' field education experiences. Students will meet as a group, on a weekly basis, in the integrative seminars with their assigned faculty seminar leader to **discuss the integration of class material, core competencies, and case situations encountered in the agency setting.**

Materials

Item

Price
(new)

Price
(used)

Grading Scale

Grades	Percent
A	95%
A-	93%
B+	89%
B	85%
B-	80%
C+	79%
C	75%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Learning Outcomes

CSWE 2015 Competency 1: Demonstrate Ethical and Professional Behavior

Specialized practitioners:

- Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- Utilize supervision and consultation to enhance and improve clinical social work practice.

Links to BYU AIM: Character Building (integrity, social justice)

CSWE 2015 Competency 2: Engage Diversity and Difference in Practice

Specialized practitioners:

- Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- Identify and utilize clients and constituencies as experts in their own treatment.
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- Provide effective clinical social work services to diverse clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

CSWE 2015 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Specialized practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and therapeutic interventions with clients.
- b. Advocate at micro, mezzo and/or macro levels for mental health issues.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

CSWE 2015 Competency 4: Engage In Practice-informed Research and Research-informed Practice

Specialized practitioners:

- a. Use research and evidence based practice to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence based practice.

Links to BYU AIM: Intellectually Enlarging (competence)

CSWE 2015 Competency 5: Engage in Policy Practice

Specialized practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Intellectually Enlarging (competence)

CSWE 2015 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Critically evaluate, select, and apply evidence based practice in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Critically analyze, monitor, and evaluate clinical intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions.

Links to BYU AIM: Intellectually Enlarging (competence)

Grading Policy

Grading: Grading for SocW 615R is a letter grade which comprises the attendance, assignments and participation in the semester (oral clinical case presentations span across both semesters and grading will be in Winter for this assignment). At the end of Fall semester, students will receive a letter grade.

Three absences across the course of the semester may constitute failure of the Integrative Field Seminar. Please see your professor in the case of extended illness, etc. which precludes your attendance at IFS. IFS will begin promptly at the top of the hour; Two tardies/semester count as one absence.

As Field Education is in preparation for real life professional work, all assignments turned in late past the due date will receive an automatic **50%** deduction. If there are any extenuating circumstances, illnesses etc., please communicate with the instructor as soon as you can.

Participation Policy

Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.

Please take note of the following Field Education Participation Policies:

Field Education Participation Policies:

Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.

Electronic Devices: The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during this seminar unless specifically approved by the seminar instructor. Cell phones are to be turned off during class. Use of electronic media during seminar time will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor. The seminar instructor reserves the right to make changes to this policy on a case-by-case basis as deemed appropriate.

Field Education Administrative Team Approach: The BYU School of Social Work Field Education Department utilizes an Administrative Team Approach. Information regarding your field internships, field performance, and anything that could/may potentially impact your internship attendance or performance will be shared with members of the Field team. The Field Education team consists of: The Director of Field Education, the Field Liaison, and the School of Social Work Program Manager. Weekly ongoing administrative assistance and support is provided by the School of Social Work Program Manager who attends Field Team meetings. If the Director of Field Education has a meaningful concern related to any Field Education related matter, such information may be shared with the Director of the School of Social Work. Narrative responses to Monthly Time and Reflection Logs may be read by either the Director of Field Education, the Field Liaison, or both.

Respect: Per this syllabus, all students and field faculty are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or field faculty member feels they are not being treated with respect they are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Field Director or the Director of the School of Social Work as appropriate.

Faculty are to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, personal, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW and Field handbooks; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Students are to treat faculty with respect which includes, but is not limited to: fully participating in courses and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to faculty designed for educational, professional, professional, and spiritual growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Learning Environment: BYU seeks to provide a learning environment where students are taught through both intellectual and spiritual avenues. In order to have a classroom environment that is conducive to teaching and learning by the Spirit, kindness, civility, and respect for one another (students and faculty) are imperative. For this reason, contentious, demeaning, demanding or argumentative remarks and behaviors are not appropriate in this course. Differing opinions and feedback are welcome; they are to be shared in a respectful, kind, non-contentious, non-demanding and non-aggressive manner. All students and faculty participating in this course agree to conduct themselves and interact with each other in ways that will add to, and not distract from, the spiritual environment of this course and classroom.

Professionalism: At this level of education, it is expected that students will demonstrate a professional attitude in work, classroom behavior, interactions, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, the fostering of a positive learning environment, confidentiality, etc. Points will be deducted from the participation points and/or final grade for unprofessional conduct as determined by the professor.

Confidentiality: The strictest confidentiality is to be maintained in all Field/Internship courses. Clients should ONLY be identified in seminar discussions or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in class is NOT to be shared out of class in any form whatsoever (verbal, writing, audio, picture, social media, Zoom, etc.). ANY mention of a student's internship on ANY social media platform whatsoever is deemed to be inappropriate per this syllabus and could result in failure of this Field Education/Internship course.

Children in Class: “The School of Social Work encourages and supports parents in their academic preparation, and recognizes the challenge of making appropriate care arrangements for children. However, due to the potential distraction of having a baby or child in the classroom, the general rule is that they do not accompany parents in the classroom. Additionally, we encourage parents to have a back-up plan in place for the occasional and unplanned illness or family emergency. If, as a last resort, you must bring the child to class, please contact the course instructor in advance to obtain permission. If approved, it is the parent’s responsibility to ensure that the child is not a distraction to other students or the instructor.” (See BYU MSW Student Handbook)

Online Attendance: BYU does not have an online MSW program option. The use of BYU’s Zoom account/program as a tool for attendance in any field education course is available only as directed by the University in emergency situations. When participating in a field education seminar via Zoom a student agrees to: watch the seminar in a private and secure location where no other individual can hear any of the seminar discussion, preferably in a private office at their internship location; not share or record the seminar in any format whatsoever; mute the seminar should any other individual enter the room; and behave, speak, and dress in the same manner they would if they were attending the seminar at its location of origination. Face-time, Skype, Duo, or any other online video sharing/program is not approved for use in this course.

Attendance Policy

Attendance is mandatory. If there are extenuating circumstances, such as a prolonged illness or flu, please inform the professor immediately. **Three or more absences in the semester may constitute failure of the Integrative Field Seminar for that semester. Two tardies count as an absence.**

Assignments

Assignment Description

Discussion and Documentation of C#1 Ethical and Professional Behavior (KVSP) Week 1

Sep

09

Due: Saturday, Sep 09 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ethical and professional behavior as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self-Care Activity 1 (KVSP vary depending on SCA chosen)

Sep

09

Due: Saturday, Sep 09 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 2 (KVSP vary depending on SCA chosen)

Sep

16

Due: Saturday, Sep 16 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#1 Ethical and Professional Behavior (KVSP) Week 2

Sep

16

Due: Saturday, Sep 16 at 11:00 pm

Each week, students will **upload a document** that includes the following four following items: See rubric attached to assignment.

the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ethical and professional behavior as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Discussion and Documentation of C#2 Engage Diversity & Difference in Practice KVSP Week 3

Sep

23

Due: Saturday, Sep 23 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability address and utilize diversity and difference in practice as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 3 (KVSP vary depending on SCA chosen)

Sep

23

Due: Saturday, Sep 23 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#3 Advance Rights and Justice (KVSP) Week 4

Sep

30

Due: Saturday, Sep 30 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to advance human rights and social and economic justice as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 4 (KVSP vary depending on SCA chosen)

Sep**30**

Due: Saturday, Sep 30 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#4 Engage in P-I-R & R-I-P (KVSP) Week 5**Oct****07**

Due: Saturday, Oct 07 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.3. a statement of **what they learned** from the class.4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to engage in practice-informed research and research-informed practice as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 5 (KVSP vary depending on SCA chosen)**Oct****07**

Due: Saturday, Oct 07 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#5 Policy Practice (KVSP) Week 6**Oct****14**

Due: Saturday, Oct 14 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.3. a statement of **what they learned** from the class.4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to participate in policy practice as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 6 (KVSP vary depending on SCA chosen)

Oct

14 Due: Saturday, Oct 14 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#6 Engagement (KVSP) Week 7

Oct

21 Due: Saturday, Oct 21 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to engage clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 7 (KVSP vary depending on SCA chosen)

Oct

21 Due: Saturday, Oct 21 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#6 Engagement.2 (KVSP) Week 8

Oct

28 Due: Saturday, Oct 28 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect

upon your ability to engage clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 8 (KVSP vary depending on SCA chosen)

Oct

28 Due: Saturday, Oct 28 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 9 (KVSP vary depending on SCA chosen)

Nov

04 Due: Saturday, Nov 04 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#7 Assessment (KVSP) Week 9

Nov

04 Due: Saturday, Nov 04 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to assess clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 10 (KVSP vary depending on SCA chosen)

Nov

11 Due: Saturday, Nov 11 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#7 Assessment.2 (KVSP) Week 10

Nov

11 Due: Saturday, Nov 11 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to assess clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 11 (KVSP vary depending on SCA chosen)

Nov

18 Due: Saturday, Nov 18 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#8 Intervention (KVSP) Week 11

Nov

18 Due: Saturday, Nov 18 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 12 (KVSP vary depending on SCA chosen)

Dec

02 Due: Saturday, Dec 02 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care

Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#8 Intervention.2 (KVSP) Week 12

Dec

02 Due: Saturday, Dec 02 at 11:59 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 13 (KVSP vary depending on SCA chosen)

Dec

09 Due: Saturday, Dec 09 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of C#8 Intervention .3 (KVSP) Week 13

Dec

09 Due: Saturday, Dec 09 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance
2. a statement of **how they contributed** to the seminar discussion.
3. a statement of **what they learned** from the class.
4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to intervene with clients as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 14 (KVSP vary depending on SCA chosen)

Dec

14 Due: Thursday, Dec 14 at 11:00 pm

Weekly Self-Care Activities:

Participation in intentional, on-going self-care by social work practitioners is a necessity for effective, ethical social work practice. To help students understand the importance of, and develop the habit of participating in intentional, ongoing self-care, one self-care assignments is given each week throughout the course of the semester. Students will participate in one Self-Care Activity (SCA) **of their choosing each week.** (SCAs are to vary from week to week for time, type of activity, involvement with others, cost, etc.) Students submit via Learning Suite either one sentence or a picture specifying or demonstrating their self-care activity.

Late submission of activity participation will result in an automatic 50% point deduction.

Discussion & Documentation of C#9 Evaluation (KVSP) Week 14

Dec

14 Due: Thursday, Dec 14 at 11:00 pm

Each week, students will **upload a document** that includes the following items: See rubric attached to assignment.

- the **total number of points** they think they have earned this week (out of 20 points total) each week.

1. Points for attendance

2. a statement of **how they contributed** to the seminar discussion.

3. a statement of **what they learned** from the class.

4. a **Core Competency Development and Demonstration Reflection:**

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, processes and professional judgment), please reflect upon your ability to evaluate your practice as a social work practitioner.

Late submission of points will result in an automatic 50% point deduction.

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	<p>Start of Classes</p> <p>Review of Field Policies, Paperwork, Due Dates, Grading, Video Reflection of Internship (found in course 655R),etc.</p> <p>Discussion of Oral Clinical Case Presentations.</p>	
Sa Sep 09 Saturday		
Week 2		
T Sep 12 Tuesday	<p>Discussion of Core Competency #1 --- Ethics & Professional Behavior</p> <p>Presentation on Creating Internship Reflection Videos</p> <p>All of Ruth's sections will meet together at 9:00 am in 2198 JFSB</p> <p>All of Marcie's sections will meet together at 12:00 pm in B132 JFSB</p> <p>Please mark this time on your calendars for this day and make sure you are in attendance at this time!</p> <p>Completion and Submission of this Reflection Video is required for course credit.</p>	
Sa Sep 16 Saturday		
Week 3		
T Sep 19 Tuesday	<p>Discussion re: "My Personal Stress Management Plan for Fall 2023 Semester."</p> <p>Core Competency #2 --- Diversity & Difference in Practice</p>	
Sa Sep 23 Saturday		
Week 4		
T Sep 26 Tuesday	<p>Competency #3: Advance Human Rights and Justice</p>	
Sa Sep 30 Saturday		
Week 5		
T Oct 03 Tuesday	<p>Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 & 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups.</p> <p>8:00 _____</p> <p>9:00 _____</p> <p>10:00 _____</p> <p>Discussion of Core Competency #4--- Engage in Practice Informed Research and Research Informed Practice</p>	

Sa Oct 07 Saturday		
Week 6		
T Oct 10 Tuesday	Discussion of Competency #5: Engage in Policy Practice	
Sa Oct 14 Saturday		
Week 7		
T Oct 17 Tuesday	Discussion of Competency #6: Engagement	
Sa Oct 21 Saturday		
Week 8		
T Oct 24 Tuesday	Discussion of Competency #6: Engagement	
Sa Oct 28 Saturday		
Week 9		
T Oct 31 Tuesday	Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 & 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups. 8:00 _____ 9:00 _____ 10:00 _____ Discussion of Competency #7: Assessment	
Sa Nov 04 Saturday		
Week 10		
T Nov 07 Tuesday	Discussion of Competency #7: Assessment	
Sa Nov 11 Saturday		
Week 11		
T Nov 14 Tuesday	Discussion of Competency #8: Intervention	
Sa Nov 18 Saturday		
Week 12		
T Nov 21 Tuesday	Friday Instruction	
F Nov 24 Friday	Thanksgiving Holiday	
Sa Nov 25 Saturday		
Week 13		
T Nov 28 Tuesday	Discussion of Competency #8: Intervention	
Sa Dec 02 Saturday		
Week 14		
T Dec 05 Tuesday	Oral Clinical Case Presentations: Individual Presentation of Competencies 6, 7, 8 & 9: Assessment, Engagement, Intervention, and Evaluation of Individuals or Groups. 8:00 _____ 9:00 _____ 10:00 _____ Discussion of Competency #9: Evaluation	
Sa Dec 09 Saturday		
Week 15		
T Dec 12 Tuesday	Wrap Up of Internship Experience	

	Final Evaluation Completion Review	
Th Dec 14 Thursday	Last Day of Class	
F Dec 15 Friday	Exam Preparation Day	
Week 16		
T Dec 19 Tuesday	Final Exam Day	

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4)

Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in

the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges." ^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."ⁱⁱⁱ To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

v Elder M. Russell Ballard, "The Trek Continues", October, 2017

vi President Russell M. Nelson, "The Love and Laws of God", September, 2019