

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 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 and case situations encountered in the agency setting.** **These seminars are not a time for individual case supervision, personal therapy, or discussion of logistical concerns the student may have in their internship placement. Students are to bring concerns of this nature to either the Field Liaison, the Field Director, or both.**

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Learning Outcomes

Educational Policy 2.1.10(a) -- Engagement

Advanced Practitioners:

- a. develop a culturally responsive therapeutic relationship;
- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b) -- Assessment

Advanced Practitioners:

- a. assess clients' readiness for change;
- b. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- c. select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c) -- Intervention

Advanced Practitioners:

- a. critically evaluate, select, and apply best practices and evidence-based interventions;
- b. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- c. collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.8 -- Policy Practice

Advanced Practitioners:

- a. communicate to stakeholders the implication of policies and policy change in the lives of clients;
- b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- c. advocate with and inform administrators and legislators to influence policies that impact clients and service.

Educational Policy 2.1.10(d) -- Evaluation

Advanced Practitioners:

- a. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Educational Policy 2.1.9 -- Context Response

Advanced Practitioners:

- a. assess the quality of clients' interactions within their social contexts, specifically families;
- b. develop intervention plans to accomplish systemic change; and
- c. work collaboratively with others to effect systemic change that is sustainable.

Grading Policy

Grading: Students will receive cumulative letter grades in SocW 615R and 655R at the end of Winter semester. At the end of Winter semester, students' Fall Internship and Integrative Field Seminar "T" grades will be changed to the cumulative letter grade earned during their Fall/Winter Internship and Integrative Field Seminar.

Six or more absences across both semesters constitutes failure of the Integrative Field Seminar.

Attendance Policy

Attendance:

- 0 absences in each semester = no effect on grade
 - 1 absence in each semester; total of 2 absences across both semesters = no effect on grade
 - 3 absences across both semesters = one step grade reduction (A to A-)
 - 4 absences across both semesters = two step grade reduction (A to B+)
 - 5 absences across both semesters = three step grade reduction (A to B)
 - 6 absences across both semesters = Failure of Integrative Field Seminar
- Attendance is mandatory. If there are extenuating circumstances, such as a prolonged illness or flu, please inform the professor immediately.

Core Competency Demonstration

Each student will be responsible for demonstrating mastery of the CSWE Advanced Core Competencies #8-10. Demonstration of competency will be evidenced through the successful completion of the required Integrative Field Seminar assignments.

Assignments

Review and Sharing of Policy Practice within Internships (CC #8)	10 points
Review and Sharing of Contexts that Shape Practice (CC #9)	10 points
Review and Sharing of Engagement of Client (CC #10a)	10 points
Written Report and Presentation of Practice Assessment, Intervention, and Evaluation	100 points
Total Winter Semester Integrative Seminar Points	130 points

Assignments

Assignment Description

Jan
12

Due: Tuesday, Jan 12 at 11:00 pm

Students will submit

late submission will receive an automatic 50% deduction in points.

Review and Sharing of Policy Practice within Internships (CC #8)

Jan
12

Due: Tuesday, Jan 12 at 11:00 pm

See content tab for assignment description and grading rubric

1/19

Jan
19

Due: Tuesday, Jan 19 at 11:00 pm

see....

Review and Sharing of Responding to Contexts that Shape Practice (CC #9)

Jan
19

Due: Tuesday, Jan 19 at 11:00 pm

See content tab for assignment description and grading rubric.

1/26

Jan
26

Due: Tuesday, Jan 26 at 11:59 pm

see....

Review and Sharing of Engagement of Client (CC #10a)

Feb
02

Due: Tuesday, Feb 02 at 11:00 pm

See content tab for assignment description and grading rubric.

2/2

Feb
02

Due: Tuesday, Feb 02 at 11:00 pm

2/9

Feb
09

Due: Tuesday, Feb 09 at 11:00 pm

Review and Sharing of Case Report (CC# 10 b-d)

Feb
23

Due: Tuesday, Feb 23 at 9:00 am

see content tab for assignment details and grading rubric. Grading rubric points total 50.

2/23

Feb
23

Due: Tuesday, Feb 23 at 11:00 pm

3/1

Mar
01

Due: Tuesday, Mar 01 at 11:00 pm

3/8

Mar
08

Due: Tuesday, Mar 08 at 11:00 pm

3/15

Mar
15

Due: Tuesday, Mar 15 at 11:00 pm

3/22

Mar
22

Due: Tuesday, Mar 22 at 11:00 pm

3/29

Mar
29

Due: Tuesday, Mar 29 at 11:00 pm

Point Breakdown

Categories	Percent of Grade
Hoops (The stuff you have to jump through)	64.52%
Self-Care Activities	35.48%

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)	

T Jan 05 Tuesday	Wendy and Marilee's sections will meet together today, at their regularly scheduled section times, in 2190 JFSB.	Review Integrative Field Seminar Purpose, Syllabi, Assignments, and Safety Training.
Week 2		
T Jan 12 Tuesday	1/12	Review and Sharing of Policy Practice within Internships (CC #8)
Week 3		
M Jan 18 Monday	Martin Luther King Jr Day	
T Jan 19 Tuesday	1/19	Review and Sharing of Responding to Contexts that Shape Practice (CC #9)
Week 4		
T Jan 26 Tuesday	1/26	Review and Sharing of Responding to Contexts that Shape Practice (CC #9)
Week 5		
T Feb 02 Tuesday	2/2	Review and Sharing of Engagement of Client (CC #10a)
Week 6		
T Feb 09 Tuesday	2/9	Review and Sharing of Engagement of Client (CC #10a)
Week 7		
M Feb 15 Monday	Presidents Day	
T Feb 16 Tuesday	Monday Instruction	No class: Monday Instruction Day
Week 8		
T Feb 23 Tuesday	2/23	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
Week 9		
T Mar 01 Tuesday	3/1	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)
Week 10		
T Mar 08 Tuesday	3/8	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)
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Week 11		
T Mar 15 Tuesday	Withdraw Deadline (Full Semester) 3/15	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)
Week 12		
T Mar 22 Tuesday	3/22	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
Week 13		
T Mar 29 Tuesday	3/29	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
Week 14		
T Apr 05 Tuesday	No Class... Out of Class Assignment	Out of Class Assignment: Complete Field Evaluation (both Student and Field Instructor signatures.)
Week 15		
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016) Wendy and Marilee's section will meet today, at their regularly scheduled section times, in the computer lab, 2182 JFSB.	Internship Feedback and Review
Week 16		
T Apr 19 Tuesday		

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.

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