SWK-1100 Total Immersion Experience (TIE)

Spring Semester, Summer 2017

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Cedarville University
One (1) Credit Hour
Undergraduate
Office Hours: by appointment

COURSE DESCRIPTION

This course is available to all students interested in the helping professions. It is primarily a course designed for social work students who will receive a pre-professional experience in social work. The student's participation will be in a social service agency, "shadowing" a social worker who has a degree in social work or who is licensed in social work. Social work students must complete this course before applying for admission into the program. This syllabus provides a general plan for the course. Deviations may be necessary.

MISSION

The Cedarville University Social Work Program develops competent servant leaders grounded in biblical truth to practice generalist social work in diverse settings worldwide advancing human and community well-being.

I. CEDARVILLE UNIVERSITY'S SOCIAL WORK PROGRAM GOALS RELATED TO THE COURSE:

Graduates of the Cedarville University Social Work Program will demonstrate competency in the profession of social work by:

1. Serving diverse people groups and communities by treating all with dignity and respect, valuing all relationships.

2. Addressing conditions that limit human rights, promoting social, economic and environmental justice worldwide, and working toward the elimination of poverty with the underpinning component of enhancing the quality of life for all people.

3. Practicing with competence and integrity using scientific inquiry and evidence based interventions.

4. Applying the person and the environment construct to practice, understanding the impact poverty can have on social functioning.

5. Ethically integrating faith and social work practice.

II. CEDARVILLE UNIVERSITY SOCIAL WORK PROGRAM'S COMPETENCIES AND ASSOCIATED BEHAVIORS RELATED TO THE COURSE

Competency 1– Demonstrate Ethical and Professional Behavior	Assignments
1.1 Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.	
1.2 Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
1.3 Social workers demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	Evaluation Form
1.4 Social workers use technology ethically and appropriately to facilitate practice outcomes.	
1.5 Social workers use supervision and consultation to guide professional judgment and behavior.	
Competency 2 – Engage Diversity and Difference in Practice	**Assignments**
2.1 Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Written Report
2.2 Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.	
2.3 Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice	**Assignments**
3.1 Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
3.2 Social workers engage in practices that advance social, economic, and environmental justice.	
Competency 4 – Engage in Practice-informed Research and Research-informed Practice	**Assignments**
4.1 Social workers use practice experience and theory to inform scientific inquiry and research.	
4.2 Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
4.3 Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.	
Competency 5 – Engage in Policy Practice	**Assignments**
5.1 Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
5.2 Social workers assess how social welfare and economic policies impact the delivery of and access to social services.	
5.3 Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities	**Assignments**
6.1 Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
6.2 Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	Evaluation Form

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities	Assignments
7.1 Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	
7.2 Social workers 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.	
7.3 Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
7.4 Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	**Assignments**
8.1 Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
8.2 Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
8.3 Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
8.4 Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
8.5 Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.	
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**Assignments**
9.1 Social workers select and use appropriate methods for evaluation of outcomes.	
9.2 Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
9.3 Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
9.4 Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
Program Specific Competency 10 – Faith and Practice	**Assignments**
10.1 Social workers integrate faith and practice through a process of ethical reasoning by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.	Written Report
10.2 Social workers apply self-awareness and use reflection and self-regulation to manage personal biases and values and maintain professionalism in practice situations.	
10.3 Social workers respect spiritual diversity, applying into their practice an understanding of the importance of diversity and difference in shaping life experiences.	
10.4 Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.	

III. INSTRUCTIONAL METHODS

Students will be required to "shadow" a social worker in a social service agency for five full, consecutive days (one week/40 hours).

IV. MATERIALS

Required forms can be found at the end of this syllabus and are to be completed by the student and the social worker who will be "shadowed."

V. EVALUATION

A. Grading

A student's grade will be determined in the following manner:

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Evaluation Form… ..................................................................................45%
Written Report  ......................................................................................45%
Timeliness of Paper Work ......................................................................10%
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The final grade for TIE will be determined by the evaluation form and the timeliness and quality of the written material.

The grading scale is as follows:

100-94 =	A	77-75 =	C
93-91 =	A-	74-72 =	C-
90-88 =	B+	71-69 =	D+
87-85 =	B	68-66 =	D
84-82 =	B-	65-63 =	D-
81-78 =	C+	Below 63 =	F

Academic Integrity Statement
The Academic Integrity Pledge is a commitment to live with integrity in all areas of life including the classroom. All forms of academic dishonesty violate this pledge and could result in dismissal from this community.

Academic Integrity Policy
Failure to act with academic integrity includes, but is not limited to, the following:

- Cheating on examinations or quizzes
- Plagiarism
- Knowingly furnishing false information by forgery, alteration, or misuse of documents, records, or identification. Includes, but is not limited to, questions to be asked on exams or answers for questions which will be asked
- Representing another student's work as one's own

Academic dishonesty in any assignment will result in an F for the assignment. Cheating on any quiz or exam will result in an F for the course. All violations will be reported to the Vice President for Academics and the Program Director.

Academic Integrity Pledge
With my pledge to affirm the Cedarville Covenant, I attest that all work I submit is my own and is in accordance with the standards of the Academic Integrity Policy. As a member of the community, **I will love God and others, live with integrity, and pursue excellence in all that I do.**

B.   Late Assignments

Late assignments immediately drop one (1) letter grade per calendar day until an "F" is received. After that, the grade is recorded as a zero (0). Plans for late submissions must be discussed with the professor prior to the date the assignment is due.

VI.   REQUIREMENTS

A.   The student will contact a social service agency in their home town during the Christmas break for the subsequent spring break, or during the spring semester for the subsequent summer.

B.   Select a social worker to "shadow" who has a degree in social work or who is a licensed social worker.

C.   The student's choice of a social service agency must be approved by the professor in advance.

D.   The student will submit a copy of a letter of confirmation/thank you letter to the agency.

E.   The student must complete the Student's Choice form and return it to the professor by the first week of February for Spring Break TIE, or by the first week of April for Summer TIE.

F.   The Background Information form must be returned to the professor by the last week of February for Spring Break TIE, or by the last week of April for Summer TIE.

G.   The social worker who provides the "shadowing" experience will complete the Background Information Form **and** the Evaluation Form (see section XI). The student will make sure that the social worker whom he/she "shadowed" returns all necessary paperwork.

H.   The student will submit a written report (see Section VIII Assignment Guidelines). A brochure and a mission statement within two weeks from the completion of the shadowing.

I.   The student will participate in the TIE in a whole-hearted manner as unto the Lord.
You are reflecting Jesus Christ in you and representing Cedarville University.

J.   The student will be fingerprinted for a background information check if you are a resident of Ohio or both the BCI and FBI check if you are a resident from another state. Fingerprinting will be done at the Campus Safety Office.

VII. ASSIGNMENT GUIDELINES

A. Participation in the local social service agency is extremely important. Beyond observing normal agency activities, the student will benefit from attending staff meetings and from interviewing various agency personnel. Furthermore, the student could engage in the following activities:

1. Observing an intake.
2. Discussing the assessment process.
3. Observing of ongoing process with clients.
4. Reviewing problem-solving strategies and treatment plans (contracting).
5. Reviewing case files.
6. Becoming familiar with agency goals and objectives.
7. Observing of termination process.
8. Gaining as much client interaction as possible.
9. Practicing communication skills.
10. Becoming familiar with paper work.
11. Participating in supervisory sessions - getting performance feedback.
12. Interviewing clients.
13. Watching training videos.
14. Reviewing organizational charts.
15. Reviewing the historical development of the agency.

The student may lend real assistance to the social worker. However, the student should "shadow" the social worker at all times and not be left alone to tend to clerical tasks.

B. Written Report

The student will be expected to keep a record of the experience. It should include the following information:

- Name and mail box number
- Where and when the TIE took place
- Why you chose this agency
- Name of the social worker shadowed
- Your feelings toward the population this agency serves
- What services this agency provides
- Your reactions to your TIE experience
- How the social worker interacted/reacted to you (give examples)
- Your own potential for helping clients
- Your understanding of the client's perspective on "being helped"
- Discuss the poverty, oppression, and discrimination issues you observed during this experience.
- Your analysis of the knowledge, values, and skills of social work in a situation you observed from a biblical worldview and in the context of the church. Use Scripture to support your thoughts.
- Global/national multicultural perspectives that you noticed

The report should be typewritten, twelve (12) point font, double-spaced, and a minimum of five (5) pages. Provide a copy of the agency brochure and the agency's mission statement (if

the mission statement is in the brochure you do not need to submit it separately). Entitle your paper "TIE Written Report," and include your name and campus mail box number at the top of your paper.

VIII.   PROCEDURE

A. To participate in a Total Immersion Experience (TIE).

B. Select a few different social service agencies in your home town community. Complete Student's Choice Form and submit it to the professor.

C. Have the social worker return the Background Information form and the Evaluation Form.

D. Share the TIE syllabus with the social worker who you plan to "shadow." Go over all necessary forms that he/she will be required to fill out.

E. Write a letter of confirmation to the social worker you plan to shadow. Provide a copy of this letter to the Social Work office.

F. Complete the forty (40) hour TIE experience.

G. Turn in the written report, agency brochure and mission statement, and the remaining required forms for TIE, including forms from the social worker who you "shadowed." Email as an attachment within two weeks from the completion of shadowing. Keep a copy of your documents.

H. The Social Work administrative assistant will make an appointment at the Campus Safety Office for your fingerprinting.

IX.   AMERICANS WITH DISABILITIES ACT

Disabilities Services coordinates reasonable accommodations for students with documented disabilities. Students in need of academic accommodations because of the impact of a disability are invited to email the Disabilities Compliance Coordinator at disabilityservices@cedarvillee.du or visit www.cedarville.edu/disabilities for information and an application. Disability Services is located in The Cove (Academic Enrichment Center) on the second floor of the BTS.

X. WRITING ASSIGNMENTS ASSISTANCE

The Writing Center, located in Tyler 104, offers competent guidance on all writing in any stage of the writing process. *All* writers from *all* levels of proficiency benefit from their services. When going to the Writing Center, be sure to **bring the assignment and two (2) hard copies of your paper**. It is recommended that you purchase the APA Publication Manual (6th ed.) and bring that manual to the appointment(s). You and your consultant will read the paper together, and the tutor will suggest ways to build upon your strengths and improve your weaknesses. Expect to be actively involved in the consultation. First, the tutor will work with you to ensure you are meeting the assignment's expectations. For instance, the tutor may work with you to write a clear, focused thesis; develop your thesis with logical arguments and credible, relevant evidence; organize your ideas coherently; and represent and refute opposing views fairly. When there is time, the tutor will also assist you with

errors you may have made in grammar and academic style, including offering assistance on how to write clearly and concisely. Because of the Writing Center's mission, however, the tutor will *not* proofread or edit your work for you. Because of time constraints, no session can address every error, so be prepared to continue the editing process after your appointment. A student is permitted to make **one half-hour appointment per day, twice per week**. To learn how to make an appointment at the Writing Center, go to http://www.cedarville.edu/officeswriting-center/edit-an-appointment.aspx.

XI. LIBRARY RESEARCH ASSISTANCE

The Research Center is Centennial Library's support service for helping faculty and students make more efficient use of the library's physical and digital resources. It offers one-on-one research appointments, workshops, and classroom instruction to guide users during the research process. Librarians at the Research Desk offer online research help through chat service, email, telephone, and in person during most normal operating hours. Online services are available at www.cedarville.edu/library.

XII. SOCIAL MEDIA POLICY

Social work students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. While social media creates exciting opportunities and is an effective communication tool, it can create serious challenges in the professional setting. Be cognizant of your professional self when using social media.

Boundaries between personal and professional matters can easily become blurred when using social media. Consequently, social work students must exercise caution in the use of social media technology. Students should not "friend" or follow past or current clients. A polite way to decline is to emphasize agency policy and your professional obligation to protect the client's privacy.

Students need to take steps to protect their personal safety and privacy. Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, remembering that social networks allow access of personal information to countless people, including clients, both in the present and the future. Practice the use of secure settings on all social media.

Clients are not restricted from searching online for information about a student or an employee. Photos, videos, written comments, and other postings can arm a client to test professional boundaries and competence. Moreover, such information could be used to jeopardize an individual's personal safety.

Student interns must maintain the privacy of their clients. The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the realm of social media use. Students are expected to read, understand and abide by the NASW Code of Ethic regarding the use of technology to protect the welfare of clients. It is the student intern's responsibility to learn about their field agency's rules regarding social media. Discuss your agency's social media policy with your field instructor.

Audio and visual conferencing for class requires awareness of your surroundings. Ensure your surroundings are secure and clear from inappropriate observers and listeners. Further protect the university, clients and your field agency by taking care not to share details that could possibly identify specific clients, agencies, or agency staff, such as names, locations, physical descriptions. Understand that any unethical use of technology may result in termination from the field setting and referral to the Program Director.

It is important for social work students to remember that anything (comments, pictures, videos, etc.) posted online is potentially accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings.

It is in the profession's best interest for students to remember that social media sites are public domains, and any and all information can potentially be accessed by anyone.

XIII. CLASS SCHEDULE

DATE	GENERAL TOPIC	ASSIGNMENTS
Shadowing must be completed over spring break or during the summer. The Student's Choice form is due the first week of February for Spring Break TIE, or by the first week of April for Summer TIE. The Background Information form is due the last week of February for Spring Break TIE, or by the last week of April for summer TIE. The evaluation is due within two weeks of the completion of shadowing.	Students' impressions and experiences from TIE.	Confirmation Letter Written Report Completed Forms Brochure/Pamphlet Mission Statement Fingerprinting for Ohio background or FBI check

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Keep a copy of all documents for yourself.

XIV. BIBLIOGRAPHY

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XV. FORMS

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SOCIAL WORK PROGRAM
Cedarville University

BACKGROUND INFORMATION **OF**
SOCIAL WORKER OR RESUME

</div>

(Please fill out all portions not included in your resume).

Today's Date: _____

Name: _____   Home Phone: _____

Address: _____

Present Employer: _____   Work Phone: _____

Work Address: _____

Work E-mail: _____

EDUCATION

Name of College: _____

College Address: _____

Date of Graduation: _____   Degree Earned: _____

Name of Graduate School: _____

School Address: _____

Date of Graduation: _____   Degree Earned: _____

Additional Education/Training: _____

School Address: _____

Years Attended: _____

EMPLOYMENT HISTORY
(Paid and Volunteer)

_____
(Agency/Organization – Present)

_____
(Time Employed)

Responsibilities: _____
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_____
(Agency/Organization –Most Recent)

_____
(Time Employed)

Responsibilities: _____
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(Agency/Organization – Previous)

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(Time Employed)

Responsibilities: _____
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(Agency/Organization – Previous)

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(Time Employed)

Responsibilities: _____
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(Agency/Organization – Previous)

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(Time Employed)

Responsibilities: _____
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OTHER PERTINENT INFORMATION

Professional Licenses/Credentials Held: _____
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Additional Information of Importance:
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SOCIAL WORK PROGRAM
Cedarville University

T.I.E. CONFIRMATION and EVALUATION FORM

THIS IS TO CONFIRM THAT _____ has spent
                                            (Name of Student)

five (5) **FULL CONSECUTIVE** work days in _____
                                                        (Name of Social Service Agency)

located at _____

between _____, 20____ and _____, 20____.

Social Worker _____Phone #: _____

Based on your observation of this student, please **RATE** him or her by **checking the appropriate number:**

1	2	3	4	5
Strongly Disagree		**Agree**		**Strongly Agree**

The student was:					
1. Cooperative	_____1	_____2	_____3	_____4	_____5
2. Industrious	_____1	_____2	_____3	_____4	_____5
3. Able to take initiative	_____1	_____2	_____3	_____4	_____5
4. Learned about the diverse populations served by the agency	_____1	_____2	_____3	_____4	_____5
5. Reviewed history of agency	_____1	_____2	_____3	_____4	_____5
6. Serious about responsibility	_____1	_____2	_____3	_____4	_____5
7. Open to suggestions	_____1	_____2	_____3	_____4	_____5
8. Eager to improve	_____1	_____2	_____3	_____4	_____5
9. Creative	_____1	_____2	_____3	_____4	_____5
10. Understood the helping process with clients	_____1	_____2	_____3	_____4	_____5

11. Aware of the professional relationships inside and outside of agency	_____1	_____2	_____3	_____4	_____5
12. Reviewed issues of oppression and discrimination	_____1	_____2	_____3	_____4	_____5
13. Used good communication skills with people she/he came in contact with	_____1	_____2	_____3	_____4	_____5
14. Able to empathize with the clients served at the agency	_____1	_____2	_____3	_____4	_____5
15. Aware of basic social work knowledge, values and skills	_____1	_____2	_____3	_____4	_____5

Did you detect anything about this student's personality or performance that might hinder his or her effectiveness in the Social Work profession? If so, please explain.

Additional Comments:
(Please comment on any irregularities in attendance or punctuality).

Please check a grade that will be used as a guide in determining the student's grade.

A _____   A- _____   B+ _____   B _____   B- _____   C+ _____

C _____   C- _____   D+ _____   D _____   D- _____

THANK YOU for allowing this student to shadow you.

Please return this form to the student or to:

George E. Huff, MSSA, LISW-S
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SOCIAL WORK PROGRAM
Cedarville University

Student's Choice Form
Total Immersion Experience

Name: _____ Year of graduation: _____

Home Address: _____

Home Phone: _____

E-mail: _____

AGENCY of Choice:

Name _____

Reason Selected:

_____

Social Worker's Name: _____

Phone Number: _____ Best Time to Call: _____

E-mail: _____ Fax: _____