



Social Work Practicum CCSW6465

New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Spring 2015

Kevin Brown, MSW, LCSW

Associate Professor of Church-Community Ministries
Leeke Magee 106
504-816-8305
kbrown@nobts.edu

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to provide an integrated social work experience for students in chosen placements (churches or agencies) working in a professional setting under supervision of two supervisors, agency and seminary.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. For the 2014-2015 academic year, the core value is Spiritual Vitality.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competency Addressed

This course will address the following curriculum competency:

Interpersonal relationships: Students will be able to demonstrate that they are able to practice listening skills, assertiveness skills, conflict resolution skills, collaborative problem-solving skills and skills selection

Servant leadership: Students will learn and practice Christ's model of service to individuals in need while learning critical leadership skills that will guide their future social work practice.

Spiritual and character formation: Students will demonstrate an ability to integrate and utilize Christian and professional ethics for professional decision making and personal character development.

Course Description

Students are involved in the practice of social work under supervision for eight hours per week. Experiences of the student vary according to the field placement. Students gain real-world experience in Baptist centers, social service agencies and church settings. This course is limited to students specializing in Social Work. Each student must consult with the professor prior to registering for the practicum. Prerequisite: CESW6360 Introduction to Social Work.

Student Learning Outcomes

In order to serve effectively in a generalist social work environment, the student, by the end of the course, should:

1. Be able to apply theoretical social work concepts acquired in previous classes to real-world needs in a social work practice environment.
2. Demonstrate the ability to work satisfactorily and appropriately in a professional social work setting.
3. Apply professional ethical values of Christian social work in a real-world setting.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Scales, T.L. and Kelly, M.S. (2012). *Christianity and social work: Readings in the integration of Christian faith and social work practice*. Botsford, CT: North American Association of Christians in Social Work.

Dolgoff, R., Harrington, D. and Loewenberg, F.N. (2012). *Ethical decisions for social work practice, 9th ed.* Belmont, CA: Brooks/Cole.

Journal articles as assigned.

Course Teaching Methodology

Units of Study Units 1-7 address professional issues discussed in *The Skilled Helper* during class supervision times (1 hour weekly). Students will facilitate these discussions. Units 8-14 focus upon ethical issues encountered in the field and will draw heavily from *Ethical Decisions for Social Work Practice, 9th Edition*.

- Unit 1: Introduction, Contracting, Goal Setting, Individual Conferences Scheduled
- Unit 2: Group Supervision, Discussion of Scales and Kelly Chapters 1-3
- Unit 3: Group Supervision, Discussion of Scales and Kelly Chapters 4-6
- Unit 4: Group Supervision, Discussion of Scales and Kelly Chapters 7-9
- Unit 5: Group Supervision, Discussion of Scales and Kelly Chapters 10-12
- Unit 6: Group Supervision, Discussion of Scales and Kelly Chapters 13-15
- Unit 7: Group Supervision, Discussion of Scales and Kelly Chapter 16-18
- Unit 8: Group Supervision, Discussion of Scales and Kelly Chapters 19-22
- Unit 9: Group Supervision, Discussion of Dolgoff Chapters 1-2
- Unit 10: Group Supervision, Discussion of Dolgoff Chapters 3-4
- Unit 11: Group Supervision, Discussion of Dolgoff Chapters 5-6
- Unit 12: Group Supervision, Discussion of Dolgoff Chapters 7-8
- Unit 13: Group Supervision, Discussion of Dolgoff Chapters 9-10
- Unit 14: Group Supervision, Discussion of Dolgoff Chapters 11-12

Teaching Method: Lecture, discussion, presentation of cases, journaling, group experiences and supervisory experiences within an agency and with the professor. Two oral exams.

Assignments and Evaluation Criteria

Class Format: Students will meet for one hour weekly with the professor for group supervision. The time will be negotiated with the students. Students will lead discussions of texts and present cases. Each student is required to meet twice during the semester with the seminary supervisor. The first of these will occur during the first week of classes. The final meeting will be the last week of classes. The focus of these meetings will be preparation and evaluation of the practicum experience. A written evaluation will be part of the final exam.

Practicum Journal: The student will record detailed accounts of their practicum experience, including activities, responsibilities, questions, feelings, discussions, supervision and evaluations. In addition to a narrative of the week's experience students will write one paragraph expressing and analyzing his/her thoughts about the week's experience, showing reflection upon the experience. Students will also journal at least one paragraph expressing his/her feelings about the week's experience. Be patient with yourself and honest. Be careful not to write what you think you "should" feel unless you carefully identify this distinction. Share reactions, opinions and questions. Individual journals are to be submitted each week to the professor's office on Tuesday and will be returned the following Wednesday. Journals submitted after that time will be considered late and will be graded a C (84) or below.

Course Evaluation

Assignment	Percentage of Grade	Due Date
------------	---------------------	----------

Agency Supervisor Evaluation	30%	Finals Week
Student Evaluation	20%	Finals Week
Seminary Professor Evaluation	20%	Final Grade
Journal	10%	Finals Week
Midterm and Final Oral Exams	20%	Per course calendar

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments. Reading accountability will be assessed on the midterm and final oral exams as well as during student-led discussions.

Journal Assignments

Students are expected to give the weekly journal to the professor no later than Tuesday at noon, see policy on late assignments.

Professor's Policy on Late Assignments

All work is due at the beginning of class on the assigned day. The highest grade a late assignment can receive will be no higher than a C (84). Assignments that are over one week late will not be accepted.

Supervisor Luncheon

An appreciation luncheon for site supervisors is recommended to be hosted by the practicum students.

Academic Integrity

Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: cheating on an exam, plagiarism, turning in work done by someone else, and submitting a paper which has been submitted in another class. These and other violations of academic integrity may result in failure of the course.

Classroom Parameters

Please arrive on time.
 Turn off cell phones. Utilize laptops and other technology for class purposes only.
 Respect the professors and other members of the class.
 Maintain confidentiality when someone shares personal information.
 Participate in class and group discussions. Students are expected to dialogue with guest speakers who come to class. In order to enhance classroom participation, the professor prefers that students not use laptops or other technological devices in class on the days when guest speakers are present.

Extra Credit

No extra credit opportunities will be available for individual students. Any extra credit opportunities, if offered, will be available to all students.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2014-2015*.

Blackboard

Blackboard will be used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center (Hardin Student Center 290).

Netiquette:

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Course Schedule

Unit/Date	Topic	Assignment
Unit 1	Introduction, Contracting, Goal Setting, Individual Conferences Scheduled	<i>Christianity and Social Work</i> Chapters 1-3 Practicum site selected and contract completed Watch https://www.youtube.com/watch?v=UxoxVrA8dLs Begin Journal
Unit 2	Group Supervision Foundations of Successful Helping Relationship	<i>Christianity and Social Work</i> Chapters 4-6 Prepare Case #1 for presentation Continue Journal
Unit 3	Group Supervision The Therapeutic Dialogue Part I	<i>Christianity and Social Work</i> Chapters 7-9 Continue Journal
Units 4	Group Supervision The Therapeutic Dialogue Part II	<i>Christianity and Social Work</i> Chapters 10-12 Continue Journal
Units 5	Group Supervision Problem Management Part I	<i>Christianity and Social Work</i> Chapters 13-15
Unit 6	Group Supervision Problem Management Part II	<i>Christianity and Social Work</i> Chapters 16-18
Unit 7	Group Supervision Integrating the Model	<i>Christianity and Social Work</i> Chapters 19-22
	Midterm Oral Exam	
Unit 8	Group Supervision Social Work Values and Ethics	<i>Ethical decisions for social work practice</i> Chapters 1-2

Unit 9	Group Supervision Making Ethical Decisions	<i>Ethical decisions for social work practice</i> Chapters 3-4
Unit 10	Group Supervision Ethical Dilemmas Part I	<i>Ethical decisions for social work practice</i> Chapters 5-6
Unit 11	Group Supervision Ethical Dilemmas Part II	<i>Ethical decisions for social work practice</i> Chapters 7-8
Unit 12	Group Supervision Confidentiality and Informed Consent	<i>Ethical decisions for social work practice</i> Chapters 9-10
Unit 13	Group Supervision Unique Ethical Circumstances	<i>Ethical decisions for social work practice</i> Chapters 11-12
Unit 14	Group Supervision Internalizing Professional Ethics	
	Final Oral Exam	

Note: The professor reserves the right to make adjustments in the schedule as needed.

Selected Bibliography

Baird, B.N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Upper Saddle River, NJ: Pearson.

Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work*. Upper Saddle River, NJ: Pearson.

Burgess, H. and Taylor, I (eds). (2005). *Effective learning and teaching in social policy and social work*. New York: Routledge.

Danowski, W.A. (2012). *In the field: A guide for the social work practicum* (2nd ed.). Upper Saddle River, NJ: Pearson.

Derezotes, D. (2006). *Spiritually oriented social work practice*. Boston: Pearson A & B.

Dolgoft, R., Harrington, D. and Loewenberg, F.N. (2012). *Ethical decisions for social work practice, 9th ed.* Belmont, CA: Brooks/Cole.

Dworkin, J. (2005). *Advanced social work practice: An integrative, multilevel approach*. Boston: Pearson Education, Inc.

Egan, G. (2010). *The skilled helper, 10th ed.* Belmont, CA: Brooks/Cole.

- Garthwaite, C.L. (2014). *Social work practicum: A guide and workbook for students* (6th ed.). Upper Saddle River, NJ: Pearson.
- Hepworth, D.H., Rooney, R.H., Rooney, G.D. and Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks Cole.
- Kadushin, A., & Kadushin, G. (2013). *The social work interview*. New York: Columbia University Press.
- Minuchin, P., Colapinto, J., & Minuchin, S. (2009). *Working with families of the poor*. Guilford Press.
- Munson, C. (2012). *Handbook of clinical social work supervision*. New York: Routledge.
- O'Hare, T. (2009). *Essential skills of social work practice: Assessment, intervention, evaluation*. Chicago: Lyceum Books.
- Plionis, E. M. (2007). *Competency in generalist practice: A guide to theory and evidence-based decision making*. New York: Oxford University Press, USA.
- Poulin, J.E. (2010). *Strengths-based generalist practice: A collaborative approach*. Belmont, CA: Cengage.
- Reamer, F.G. (2006). *Social work values and ethics*. New York: Columbia University Press.
- Rocha, C. J. (2007). *Essentials of social work policy practice* (Vol. 4). Hoboken, NJ: John Wiley & Sons.
- Royse, D., Dhooper, S.S. and Rompf, E.L. (2012). *Field instruction: A guide for social work students*. Upper Saddle River, NJ: Pearson.
- Russell-Chapin, L.A. and Ivey, A.E. (2004). *Your supervised practicum and internship: Field resources for turning theory into action* (1st ed.). Belmont, CA: Cengage.
- Shulman, L. (2012). *The skills of helping: Individuals, families, groups, and communities* (7th ed.). Belmont, CA: Brooks/Cole.
- Sommers-Flanagan, R. and Sommers-Flanagan, J. (2007). *Becoming an ethical helping professional: Cultural and philosophical foundations*. Hoboken, NJ: John Wiley & Sons.
- Svoboda, D. V., Williams, C. D., Jones, A. L., & Powell, K. H. (2013). Teaching social work research through practicum: What the students learned. *Journal of Social Work Education*, 49(4), 661-673.
- Trevithick, P. (2012). *Social work skills and knowledge: A practice handbook*. New York: McGraw-Hill.

Tsui, M. (2005). *Social work supervision: Contexts and concepts*. Thousand Oaks, CA: SAGE.

Wolfer, T.A., Franklin, L.D. and Gray, K.A. (2014). *Decision cases for advanced social work practice*. New York: Columbia University Press.