

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Special Topics: Field Education Seminar: Developing Engagement and Assessment Skills
19:910:553

Summer 2023 (Blended – Synchronous Online)

CATALOG COURSE DESCRIPTION

This course will introduce students to the interpersonal communication skills necessary to engage and assess clients and client systems as they enter the field education practicum. Topics covered include understanding the importance of the professional use of self, developing an empathetic relationship, creating a therapeutic alliance, and applying counseling skills while considering the client's larger social environment. The course will also introduce students to expectations associated with a generalist field education practicum. This course will use the classroom as an experiential learning lab environment that involves a significant use of classroom exercises, role-plays, written analysis and reflections about these, and client simulations to practice the concepts and skills learned.

COURSE OVERVIEW

This course focuses on the skills needed to engage and assess clients and client systems. Areas of focus include the importance of building a relationship and developing counseling skills, and learning approaches to working effectively with diverse clients and client systems. Experiential learning will include classroom exercises, role-plays, and client simulations.

PLACE OF COURSE IN CURRICULUM

This course is a required, one (1) credit course taken in the student's first semester of field education. It is a companion to Field I. The course meets four (4) times in the fall semester for 3 hours per class meeting.

**PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIAL WORK
EDUCATION'S SOCIAL WORK COMPETENCIES**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

1. Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. 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;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use supervision and consultation to guide professional judgment and behavior.

2. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 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; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

3. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to demonstrate ethical and professional behavior and engage with individuals, families, groups, organizations, and communities, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that the role-play assignment has been designed to assess your attainment of these competencies.

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior and engagement with individuals, families, groups, organizations, and communities through the experiential use of role-plays and additional course assignments.

Upon completion of this course, students will be able to:

- 1) Identify and understand expectations associated with a generalist field education practicum
- 2) Explore the meaning of social work professionalism and practice associated professional behaviors
- 3) Increase and apply skills related to the professional use of self, including self-awareness, personal boundaries, and self-reflection
- 4) Gain and apply beginning engagement skills
- 5) Gain and apply beginning assessment skills

SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING GOALS

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation, all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

COURSE READINGS AND TEXTS

All required & recommended readings will be available to students through the Rutgers library system or course data management system except for assigned readings from the required Bogo text.

Required Texts:

Bogo, M. (2018)
Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press

Suggested text:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: American Psychological Association

COURSE REQUIREMENTS

Students are expected to be active learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions, learning is enhanced. It is important that reading assignments be completed prior to each session. Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures. At the end of each class session, readings for the subsequent class will be assigned.

This course offers students an introduction to the engagement and assessment skills and competencies required for direct social work practice with diverse client systems.

The seminar is taken as a co requisite with the first semester field practicum and focuses on providing students with practice competencies, which can be applied in the practicum. Emphasis is given to developing a positive learning environment based on mutual support and respect.

Upon completion of this course, students should have an understanding of the link between theory and social work process. Students will develop basic communication and interviewing skills needed for professional relationship building, and engagement and assessment with client systems.

Students will also develop the beginning competencies needed to practice as a professional and will be expected to demonstrate these through their interactions in the classroom. The focus will be on the following:

- Collaborating with colleagues
- Offering constructive feedback to colleagues and course instructor.
- Using feedback from colleagues and course/field instructor.
- Reflecting on and integrating professional, cultural and personal values.
- Critically analyzing one's own performance and interviewing competencies through interview analysis and reflection and in class role-plays.
- Identifying personal strengths and well as identifying professional development/learning needs and ways to meet them.

This course is offered in a synchronous online format via Zoom, and you are expected to be on camera for the full class session. If you have concerns about this, please speak with your professor at the start of the class session. You are expected to be an active participant in this seminar style class.

Class attendance is required. Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above). The course meets for four classes and students may fail the course if they miss more than one session. Students who leave during breaks will be marked as absent. Students will not be penalized for missing class for appropriate reasons (e.g., illness and religious observances). Students who miss a class may be asked to attend a different class session to make-up the work. Students are required to complete reflection journals on the designated dates. All written work must be typed.

Student behavior in this course must comply with the university's code of conduct. The entire code of contact can be attained from Student Judicial Affairs Office or on-line at <http://studentsconduct.rutgers.edu/university-code-of-student-conduct>. Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

Methods of Evaluation

Grades for the course will be weighted as follows:

Attendance & Participation..... 55% total

Attendance: 40%

Participation: 15%

Role-Plays 45% total

Role-play forms, completed in-class after each role play: 15%

Grading Standards

Field Education Seminar: Developing Engagement and Assessment Skills, is graded as a Pass or as a Fail.

Pass = Acceptable or outstanding work; student demonstrates good understanding of material, displays consistent effort to analyze and understand the counseling process; shows good organization and communicates professionally at all times, verbally and in writing. Work is completed by the due date.

Fail= Unacceptable work; student has not shown effort to apply the concepts and techniques to own work, does not prepare for role plays, does not submit reflection journals; shows continuing problems in organizing and presenting written materials; is disruptive or disrespectful to classmates; misses more than one class.

Assignments:

A. Class Attendance (40% of total grade)

Students are expected to notify the instructor prior to any absence. The seminar meets for four classes in the summer semester for 3 hours each class.

B. Participation: (15% of total grade- based on class participation in discussions and participation in role-plays, class exercises, and client simulations)

As an experiential learning based course students are expected to work hard during class by thoughtfully contributing to class discussions, fully participating in role-play and group exercises, responding to the instructor's and classmates' questions, and asking questions in return of classmates and the instructor.

In general, no cell phones are allowed in class. If one needs to monitor their cell phone in the case of an emergency, please discuss this with the instructor in advance of class. Otherwise, please turn all modes of ringers off, and put phones out of sight. Students can use phones during designated break periods outside of the classroom.

Use of cell phones or laptops are not permitted during class, unless they are required for your learning and approved for use by the instructor in advance. You will be dismissed from class if you use these devices for non-class related purposes such as surfing the internet or answering

email. Students who use technology inappropriately during class will not receive full credit for class participation, regardless of the quantity and quality of their class contributions.

Completion of Feedback or Reflection Forms (after each role-play) 15% total

This course will utilize experiential learning through the use of role plays to practice the skills and theory you are learning. The element of learning by doing is powerful and will help you learn the skills.

a. Role-Play Forms, completed in-class after each role-play (15%)

Each student will be playing the roles of client, counselor, and observer throughout the course. After each role-play students will be given class time to write about their experience. “Clients” will complete Client Feedback Forms; “Observers” will complete Observer Feedback Forms; and “Counselors” will complete a Reflection form. Progress made in the caliber of observations and quality of interactions (verbal and non-verbal) will be expected. Thus, both the completion of these forms and the progress gained in these activities are considered.

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus julia.maxwell@rutgers.edu ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 . They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

COURSE EVALUATION

Rutgers University evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. The instructor may also choose to conduct a midterm evaluation.

Resources and Important Links:

- [National Alliance for the Mentally Ill \(NAMI\)](#)
- [National Institute of Mental Health](#)
- [National Institute on Alcohol Abuse and Alcoholism](#)
- [National Institute on Drug Abuse \(NIDA\)](#)
- [National Mental Health Association](#)
- [Substance Abuse and Mental Health Services Administration](#)

Rutgers University issues an online survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The university also will ask students to complete a mid-semester evaluation. Students are expected to thoughtfully participate in both surveys for the purpose of continuous quality course improvement.

OFFICE ON VIOLENCE PREVENTION AND VICTIM ASSISTANCE

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

ACTIVE SHOOTER RESOURCES

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>.

COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

ACADEMIC INTEGRITY

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities."

All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were yours.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are:

- Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted;
- Copying another student’s work or answers on a quiz or examination;

- Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination;
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved;
- Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.;
- Acquiring a copy of an examination from an unauthorized source before the examination;
Having a substitute take an examination in one's place;
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement;
- Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

DISABILITY ACCOMMODATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your

instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>.

XII. Schedule of Classes, topics and readings

<u>Session #</u>	<u>Topics</u>	<u>Readings</u>	<u>Class Activities & Coursework Due</u>
Introduction to the course: Identifying and understanding expectations associated with a generalist field education practicum			
Session #1	Introduction to Course ----- Elements of the Field Practicum Learning through simulation NASW Code of Ethics	Bogo, M. (2018) Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press chapters 1-3, pages 1-79; chapter 5, 104-125; chapter 13, 312-368 Harriman, K., (2016) Clinical Is as Clinical Does: Thinking Differently about Social Work Internships, <i>The Field Educator</i> , Volume 6.2 Fall 2016 fieldeducator.simmons.edu NASW Code of Ethics, 2017	<p>Introductions</p> <p>Video: Observed, Structured, Clinical Evaluation (OSCE 1)/other series</p> <p>Role Play: Introduction, exercise and debriefing</p>
<p>Creating working relationships with clients and colleagues: exploring the meaning of social work professionalism and practice associated professional behaviors .</p> <p>Reflective Practice: Increasing and applying skills related to the professional use of self, including self-awareness, personal boundaries, and self-reflection</p>			

Session #2	<p>Use of Self in micro and macro Social Work Practice</p> <p>Use of Self in Interviewing; developing engagement skills</p>	<p>Bogo, M. (2018) Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press, chapter 4, 80-103, chapters 6, 7, 126-188; chapter 13, 312-368</p> <p>Bogo, M. (2018) Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press, chapters 8- 9, pages 191-240; chapter 13, 312-368</p> <p>Cameron, M., (2014), This is Common Factors. Journal of Clinical Social Work, 42:151-160 DOI 10.1007/s10615-013-0467-9</p> <p>Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Direct Social Work Practice: theory and skills, Boston, MA: Cengage Learning (2017) Chapter 17, pgs. 512-534</p> <p>Urdang, E., (2010) Awareness of Self - A Critical Tool, <i>Social Work Education</i>, Vol. 29, No. 5, 523-538</p>	<p>Video: Observed, Structured, Clinical Evaluation (OSCE 2)/other series</p> <p>Video: Practice Models in Counseling</p> <p>Role Play: Introduction, exercise and debriefing</p>
<u>Gain and apply beginning assessment skills</u>			
Session #3	Use of Self in practice: developing assessment skills	<p>Bogo, M. (2018) Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press, chapters 10-11, pages 241-294; chapter 13, 312-368</p>	Video: Practice Models in Counseling

		Hardina, D, (2012). Interpersonal social work skills for community practice. New York, NY. Springer Publishing. Chapter 2, Entering the Community and Using Interviewing Skills to Find Out About People, Pgs, 39-46 (available online through the Rutgers library)	Role Play: Introduction, exercise and debriefing
Evaluation of our practice and of ourselves			
Session 4	Use of Self in evaluation	Bogo, M. (2018) Social Work Practice: Integrating Concepts, Processes and Skills 2nd edn, New York. Columbia University Press, chapter 12, pages 295-308; chapter 13, 312-368	Video: Practice Models in Counseling Role Play: Introduction, exercise and debriefing