



University of Central Florida
School of Social Work

SOW 4522.0001 - Field Education Integrative Seminar

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Term: Spring 2009
Class Day: Thursday
Class Hours: Section 1: 6:30-9:20 p.m.
Class Location: MMC 114

Course Description: Weekly seminar to examine the field experience and to integrate and relate theory with practice situations.

Prerequisite - Completion of all required courses in major. This course is taken concurrently with SOW 4510.

Course Learning Objectives - By the end of SOW 4522, the student will be expected to:

1. Examine actual social welfare and social work practices from a systems perspective and how they impact on the client, agency and the community.
2. Utilize action steps within the planned change process framework to enhance client functioning.
3. Intervene with and on behalf of micro, mezzo, and macro systems to combat social and economic injustice (such as racism, sexism, ageism, and financial inequality) and to minimize their negative effects on clients.
4. Demonstrate the ability to effectively apply knowledge about diversity in given situations.
5. Assess and view clients and their environment from a strengths perspective.
6. Obtain, provide and improve resources for client systems.
7. Identify the importance of ethics and professionalism (accountability, self-awareness, self-discipline and use of constructive feedback) in generalist practice.
8. Demonstrate critical thinking skills.

Methodology - The seminar provides a peer support and teaching milieu in which students can examine professional issues, share resources, and integrate basic concepts, skills and value orientations. The seminar is intended to offer students opportunities for continued affirmation, development, and improvement of competencies required for professional entry-level practice. Topics covered will vary in order to meet the needs of students having diverse experiences working at different agencies with a wide variety of client populations and confronting multiple problems in practice. Students will be required to make oral presentations in addition to written assignments.

Required Text:

- **BSW Field Education Manual (accessible online)**

Evaluation of Learning and Grading - Achievement of learning objectives will be measured as follows:

1. **Field Log - (20 points) (submitted in Weeks 5 & 8)** - To assist you in developing increased self-understanding based on your field experience, every student is to keep a field log. This log should contain a written summary of at least (1) significant activity for each field day during **Weeks 1- 4, and 5-7**. A total of **6 logs** are to be submitted to the Seminar Instructor. (Additional logs may be required at the discretion of the instructor.) The log should describe your impressions and reactions to the placement experience, not just a factual account of your work activities. Although your entries may contain descriptions of your activities, it is expected that they will also be analytical. Students are to follow the recording guidelines for the field log as found in **Appendix I** of the **Field Education Manual**. Areas of analysis may include:
 - a. Ways which social work practice is different than you expected from academic studies.
 - b. Your strengths and areas for improvement in performing social work tasks and dealing with the realities of job pressures, client systems, relationship involvements and the disciplined use of self.

- c. How the student integrates social work values in practice situations.
- d. Personal attitudes and observations about clients, workers, programs, etc., that enhanced or blocked your effectiveness as a worker.
- e. Critique of agency's efforts and effectiveness in providing services to clients, particularly minorities.
- f. Feelings experienced, both positive and negative, toward clients, workers, programs, etc., and how they were "managed." Further, when experiencing negative feelings toward clients, suggestions for more positive ways of handling the situation should be explored.
- g. Other learning about yourself that increased your knowledge about your readiness for entry-level generalist practice.

These logs will be reviewed by the Seminar Instructor and returned with written comments. You are encouraged to also discuss the log entries with your Field Instructor but this is not required. The Seminar Instructor will evaluate each student's log for course credit. Criteria used in evaluating the log will include evidence of: (1) openness and willingness to examine self, and use of the log as a self-assessment and growth tool, (2) compliance with recording format, and (3) regularity of recorded entries.

2. **Learning Contract - (25 points) (Submitted in Weeks 6 and 9)** - Each student is to submit his/her learning contract at least two (2) times during the placement period. The **first** submission of the contract during **Week 6** is considered a draft and will not be graded. A **final** version of the contract is submitted in **Week 9** and will be graded. Students are to follow the guidelines for format and content as described in information on the learning contract found in **Appendix J** of the **Manual**.

The **first draft** of the contract is due in **Week 6** of placement. If the contract is unsatisfactory, the Seminar Instructor will give you feedback on changes needed before it is resubmitted for acceptance and grading. Criteria used for evaluating the contract will include: (1) adherence to contract format and content guidelines, (2) clarity, (3) completeness of contract, and (4) ability to present material in a professional manner (see course policy #2). Before turning the contract in to your Seminar Instructor, you and your Field Instructor should sign it to indicate mutual agreement on the field assignments planned.

The student should continually review the contract and, when needed, revise to reflect changes in learning needs, career goals, agency learning opportunities, etc. **The final contract due week 9 must be typed.**

3. **Micro Case Analysis (20 points) -Influencing Individual, Family, or Group (Submitted in Week 11).** Using guidelines about format, content, and grading provided by your Seminar Instructor, students will prepare a typed case situation drawn from his/her field experience for analysis that demonstrates use of **planned change process** within a **systems perspective**. In addition, the student is to use other theories and concepts from other courses as appropriate to demonstrate the integration of theory to practice. Evaluation of the typed case study will be based on criteria found at the end of this syllabus.

Selected **oral presentations** of micro case studies will occur in Week 11 to the end of the semester.

Client confidentiality must be protected. All case material used in this assignment including client-identifying information should be disguised and always be protected. Any questions can be directed to the Field Instructor or Seminar Instructor.

4. **Macro Project (20)** Influencing an Organization or Community (**Submitted in Week 13**). Students will prepare a typed field - work situation that demonstrates efforts to change organizational or community functioning to ultimately improve resources to better meet client needs. This macro project may be broad or limited in scope and should be selected with the approval of the student's Field Instructor. The project should follow guidelines provided by the Seminar Instructor concerning grading, format, and content. Again, **confidentiality** must be protected.

5. **Oral Presentation (15 points) (Weeks 11, 12, 13, or 14)** - Each student will orally present either his or her micro or macro project in a seminar meeting. The Instructor will determine the date of the student presentations.

Evaluation of Field Placement (submitted week 14) – Providing a source of data to evaluate *your* placement is important and vital in making any needed improvements in the future. By answering the questions on the evaluation, it also provides a way for students to reflect on their interpersonal and professional growth over the semester. Each student will complete and submit an overall evaluation (refer to **Appendix M** in the **Field Manual**) of their field placements. A copy will be submitted to your Faculty Field Liaison and a copy will be submitted to your field seminar instructor.

Outside readings and handouts provided by the Seminar Instructor may be assigned prior to class meetings for topics to be covered in classroom discussions. Each student will have to pay for duplicating copies of materials presented during seminar.

Summary of Grading Method Points

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|----|--|----|
| a. | Field Log (submitted in Weeks 5 & 8) | 20 |
| b. | Learning Contract (first draft due Week 6 is not graded,
Final contract due Week 9 is graded) | 25 |
| c. | Typed Micro Case Study (submitted in Week 11) | 20 |
| d. | Typed Macro Project (submitted in Week 13) | 20 |
| e. | Oral Presentation (Week 11, 12, 13, or 14)
Evaluation of Field Placement (submitted week 14) | 15 |

The final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	94-100	4.00	C	74-76	2.00
A –	90-93	3.75	C –	70-73	1.75
B +	85-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B –	80-83	2.75	D –	60-63	0.75
C +	77-79	2.25	F	59 points and below	0.00

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student’s responsibility to ensure that the student’s email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. **Students who miss more than three (3) absences regardless of the reason will have their final grade lowered by one letter grade.** The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date.* *It is the student's responsibility to see to it that her or his*

assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. **Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.** No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
- Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline and Schedule

Week 1 Orientation

Field Instruction and the Social Work Curriculum – Integrate Social Work Knowledge with Practice Situations.

1. History and Purpose of field education
2. Field education's relationship to curriculum goals of the School of Social Work.
3. Roles and relationships in field education
4. Identifying and selecting appropriate learning assignments in the Field
5. Writing a field log
6. Developing a learning contract
7. Integration of classroom learning and field instruction

Week 2 The Partnership – Field Placement, Seminar and Agency

1. Field agency as a learning place for students
 - a. Description of student's first day(s) in the field agency
 - b. Potential assignments and the learning contract
 - c. Relationship building within the field agency
 - d. Administrative supports for student in the field agency
 - e. Role definition and sanction to act
2. The field agency as a provider of services and resource for clients
 - a. Agency goals
 - b. Clients served and eligibility criteria
 - c. Services and methods of helping
 - d. Personnel and job responsibilities
 - e. Funding sources
 - f. Accountability
 - g. Service limitations and dilemmas
3. Role of Supervision
 - a. Evaluation of student's performance
 - b. How can students make supervision work for them?
 - c. Field Liaisons
4. Questions, concerns and problems

Week 3 Ethical, Legal and Professional Issues – Integrate Social Work Knowledge with Ethical Situations.

1. NASW Code of Ethics
2. Relationships with clients
 - a. Mistakes
 - b. Gifts
 - c. Resolution of ethical dilemmas
3. Relationships with agency professionals
 - a. Sexual harassment
 - b. Agency secrets
 - c. Dating Co-workers
4. Confidentiality
 - a. Safeguarding information
 - b. Sharing information with colleagues
 - c. Maintaining confidentiality and possible exceptions

Week 4 Pragmatic Concerns

1. Student's questions, concerns
2. Leaving work at the agency
3. Responsibility – Too much, not enough
4. Managed Care
5. Self-disclosure
6. Safety issues in the field

Week 5 Client Systems: The Recipients of Service and Working with Diverse Populations

1. Engagement: ways of making initial contact with clients
 - a. Client initiated
 - b. Worker initiated
 - c. Requested or mandated by others - referral sources and methods
 - d. Informing client's about student status
 - e. Angry, hostile, non-compliant clients
2. Client reactions to initial contact: imposed change versus mutual participation
3. Assessing client needs
 - a. Demographic characteristics, e.g., age, sex, race, income level
 - b. Representation of and attitude toward minority clients (e.g., blacks, Hispanics, women, the aged, gays)
 - c. Value concerns and ethical issues
 - d. The planned change process
4. Who are clients? What do clients expect?
5. Intake processes: assessing resources; methods of assessment
 - a. Agency eligibility
 - b. Methods of obtaining initial data
 - c. Interviewing techniques
 - d. Decision process for matching needs and resources
 - e. Small groups
 - f. Families
 - g. Micro, Mezzo & Macro practice
6. Comparisons of practice and theory: field examples
7. Interventions with individuals, small groups, families with sensitivity to populations at risk
8. Clients and the strengths perspective

Submit Field Log

Week 6 The Student Intern: Needed Skills

1. Student's perspective – Confidence, nervousness, feelings of uncertainty
2. Interviewing Skills, strengths
3. Types and examples of client problems in field agency
4. Duration, intensity, and extent of problems
5. Relationship of client problems to community problems: "Private Troubles and Public Issues"
6. Selection of problem to be worked on, prioritizing
7. Transfers, referrals and termination – an overview
8. Suicidal clients
9. Agency problems, dilemmas, needs
10. Locating and obtaining needed resources and services
11. Requesting services from other agencies or units
12. Advocacy; social and economic justice

Submit Draft of Learning Contract

Week 7 Documentation

1. Field agency's recording methods
 - a. Intake forms: type of data and reasons sought

- b. Social histories: information included and ways used
 - c. Case records (e.g., diagrams, charts, process recording, progress notes, summary statements, intervention forms)
 - d. Statistical forms and uses
2. Assessments in the field agency
 - a. Format for written case assessments and case staffing
 - b. Importance of documentation

Week 8 Planned Change Process, Goal Setting, and Generalist Practice Skills

1. Mutual goal setting
 - a. Purposes of goal establishment
 - b. Criteria for successful goals
 - c. Translating goals into objectives and action plans
 - d. Strategies for involvement of others
 - e. Explicitness, clarity, and measurability of goals and action steps
2. Formal and informal contracts with clients
 - a. Negotiating the contract: goals, objective, and action plan
 - b. Terms of the contract: who does what, when, where, with whom, how, and why?

Submit Field Logs

Week 9 Interventions with Organizations and Communities/Evaluation

1. Macro level techniques and strategies for change
 - a. Use of theory: problem solving, conflict, power, etc.
 - b. Field examples of improving resources and service delivery
 - c. Advocacy
 - d. Social and economic justice
 - e. Accountability
 - f. Outcome/success
 - g. Evaluative tools within your agency
2. Questions, concerns and problems related to improving resources
3. Prior texts and readings from other courses

Submit Final Learning Contract

Week 10 - Spring Break – No Seminar

Week 11 Termination

1. Client relationships
 - a. Planning for termination from initial contact
 - b. Reasons for termination
 - c. Termination stages, reactions, and responses
 - d. Preparing for the future
 - e. Transfers and referrals
2. Professional staff and the agency
 - a. Wrapping up the work
 - b. Giving clear directions for work left to be done
 - c. Self-evaluation
 - d. Saying “good-bye”

Submit Micro Case Study

Presentations Begin

Week 12 The Real World

1. Resume writing – documentation of your accomplishments
2. Interviewing for the job
3. Professional dress

Presentations Continue

Week 13 Professional Development

1. Looking ahead
 - a. Future professional growth
 - b. Employment choices
 - c. Advanced academic studies
 - d. Resumes and references
2. Self-Assessment

Submit Macro Project

Presentations Continue

Week 14 What Happens Next??

Submit Evaluation of Field Placements

Presentations Continue

Week 15

Farewell/Termination/Good-by

References

Bibb, Wanda “Rose”. (2003). Rose’s story. Long Grove, Ill., Waveland Press, Inc.

Long, Dennis, Tice, C., Morrison, J. (2006). Macro social work practice: A strengths perspective. Belmont, CA. Thomson Brooks/Cole

Royse, D., Dhooper, S., Rompf, E. (2003). Field instruction: A guide for social work students. (4thed.). New York, NY, Addison Wesley Longman, Inc.

Sowers, K., Thyer, B. (2006). Getting your MSW: How to survive and thrive in a social work program. Chicago, Ill. Lyceum Books, Inc.

DiNitto, D., McNeece, C.A. (1997) Social work: Issues and opportunities in a challenging profession. (2nded.) Boston, MA. Allyn and Bacon.

**GUIDELINES FOR THE MACRO PROJECT:
INTEGRATING PRACTICE AND THEORY
INFLUENCING ORGANIZATION OR COMMUNITY**

This project provides an opportunity to apply the knowledge and skills you learned in the classroom to the advancement of a service or resource in your agency or in the community. You are to demonstrate your ability to apply theory in the field by writing a detailed report of an actual macro practice situation.

- A. The focus of this macro project report is on your competence (i.e., your knowledge, attitudes, and skills) in implementing planned change to improve an agency resource or service. The report must describe the implementation process as the outcome.
- B. In your project report, incorporate relevant theory from all of your courses. Explicitly use curriculum concepts. What content from Social Welfare and Social Policy courses is applicable? What is pertinent from Human Development and Systems courses: How can you incorporate knowledge and skills from your Practice courses into your project? How will you use content from Research and Evaluation courses in your project?
- C. In all phases of your report, describe any obstacles encountered while carrying out your project. Also, give attention throughout your report to feelings and reactions (yours and those of others).
- D. Review, and when appropriate, use the guidelines for your micro study.
- E. **Organize your macro project report into the following ten sections:**
 1. **Introduction:** Identify your agency and give any information needed to understand the purpose, process, and outcome of your project.
 2. **Contact and Engagement:** Be sure to specify your client system, i.e., the person(s) who requests and/or sanctions your project and related tasks. Analyze the engagement process and consequences.
 3. **Problem Identification:** Who identified the problem? What are others' perceptions of the problem? Who is suffering? Who is concerned?
 4. **Data Collection:** What methods were used? Why these and not others?
 5. **Assessment:** Was a social history completed? How did you assess your client's needs to determine the resources needed and services to be provided?
 6. **Contracting (Setting Goals, Objectives, and Action Plan):** Who was involved in negotiating the contract? What strategies did you use to set the terms of the contract? Was there resistance? If so, how did you handle it?
 7. **Implementation and Monitoring:** Specify techniques and strategies used during the implementation phase. Mention any unexpected or unintended repercussions. Were changes necessary?
 8. **Evaluation:** Discuss how your project could have been improved in terms of both the process and the outcome. Who monitored progress and measured the success of your project? What measurement tools, if any, were used? What units of measurement were used to determine progress?
 9. **Termination:** Was everything accomplished? Is everyone satisfied? What further steps should be taken and by whom? Were relevant parties prepared for termination and future actions?
 10. **Conclusion:** Analyze the extent and depth of your macro competencies as demonstrated in this project. How well did you incorporate curriculum theory and specific concepts into your project and report? How analytical is your report?

GUIDELINES FOR THE MICRO CASE STUDY: INTEGRATING PRACTICE AND THEORY

INFLUENCING INDIVIDUAL, FAMILY, OR GROUP

The purpose of this assignment is to provide an opportunity for you to practice linking professional theory to your own direct service activities.

- A. You are to use one of your own case assignments (individual, family, or group) in your field placement to write a case study. This is a study of (1) your client system in various environments (home, work/school/agency, etc.) And (2) your personal involvement in problem solving.
- B. Write the study to *demonstrate your ability to integrate theory and practice*. Do not write the study for your agency files. Explicitly use content from all areas of the curriculum.
- C. In the study, you are to provide details of the client system's situation(s), feelings, attitudes, and actions throughout the helping process. You are to describe your specific activities, i.e. the interventions and interpersonal strategies and techniques you used.
- D. *Discuss feelings* in all parts of your study. Analyze client system feelings as well as your own feelings from engagement through termination.
- E. Use the pronoun "I" in your study to refer to yourself and your actions. Disguise your client system (names and locations). Identify your agency and program.
- F. Divide your study into Ten sections with eight of the sections named after each one of the steps of problem solving:
 - 1. Introduction
 - 2. Engagement
 - 3. Problem Identification
 - 4. Data Collection
 - 5. Assessment
 - 6. Contracting (Setting Goals and Objectives)
 - 7. Implementation
 - 8. Evaluation
 - 9. Termination
 - 10. Conclusion

* Write an introduction to your study in which you give background information about your client. You may include other pertinent details about your case and agency here.

* Your study should be followed by a conclusion. In this part of your paper, analyze which micro skills are evident in your study. Also identify which classroom theories and concepts were incorporated into your study and critique how well you integrated theory and practice.

* Your study will be graded on your demonstrated abilities to:

1. Follow the study guidelines
2. Be analytical, not just descriptive
3. Integrate theory and practice

* Examples of content and questions to address in your study include:

1. Describe your first contact with the client.
2. What did you personally do to reach for information and feelings and to engage the client in a mutual beginning working relationship?
3. What specific actions did you and others take to identify problems?
4. What data collection methods did you and others use?
5. What is your system-in-environment assessment of the case?
6. Describe your contracting process.
7. What did you and your client agree to?
8. Give specific examples of the interventions used.
9. Specify micro techniques you used and will use, how you used them, and the feelings engendered.
10. Discuss monitoring/evaluation methods and tools employed and to be employed.
11. Is treatment effective in this case?
12. How do you and your client feel about the progress made?
13. Can future results be improved?
14. Can intervention and evaluation procedures be improved?
15. How did you or will you prepare the client for termination?
16. What reactions to termination were evident or do you expect?
17. What preparations of the client and relevant others was or should be done for the future?