**SASS ###: Name of Course**Master Syllabus **Fall 2012**

Lead Instructor: Place name here Mailing Address  
Office Phone: (###)###-#### Case/MSASS  
Email: Place email address here 10900 Euclid Avenue Cleveland, Ohio

44106-7164

Course Instructor: Office hours and contact information is located in the Instructor Announcement page in the course. Please contact the instructor to set up a convenient time to meet.

1. **Course Description (pre-requisites, goals, structure, content, skills)**

This course is designed to be taken by social work students in the first semester of their master’s program. Students enrolled in SASS 495 take SASS 601, Field Education concurrently.

The Field Education Seminar provides the support and guidance necessary to assist the social work student to begin to integrate professional experiences as a developing practitioner. The purpose of field education is to develop a social work practitioner who:

* 1. is grounded in the values and knowledge base of the social work profession;
  2. uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems;
  3. evaluates the outcomes of interventions in order to improve the quality of service delivery; and
  4. is aware of the importance and value of professional use of self.

1. **Course Objectives (Abilities that are Central to this Course)**
   1. **Create a safe space to discuss field related issues.**Ability 1: Identify as a Reflective Professional Social Worker  
      Ability 7: Communicate Effectively
   2. **Understand and implement the 8 abilities as practice behaviors.**All 8 abilities
   3. **Develop the skills to evaluate and document competency based learning.**

Ability 1: Identify as a Reflective Professional Social Worker  
Ability 7: Communicate Effectively   
Ability 8: Develop as a Social Work Leader

* 1. **Develop self-assessment skills and demonstrate effective professional practice**Ability 1: Identify as a Reflective Professional Social Worker  
     Ability 3: Apply Social Work Methods  
     Ability 7: Communicate Effectively
  2. **Recognize the values and ethics of the social work profession with emphasis on valuing diversity.**Ability 1: Identify as a Reflective Professional Social Worker  
     Ability 4: Uphold Social Work Values and Ethics  
     Ability 5: Integrate Cultural, Economic and Global Diversity
  3. **Develop the ability to effectively utilize supervision**Ability 1: Identify as a Reflective Professional Social Worker  
     Ability 7: Communicate Effectively

1. **Course Modules (Course Modules as shown in the course)**
   1. Socialization into the Social Work Profession
   2. Reflective use of Self, Self - Advocacy, and Supervision
   3. Documenting and Evaluating Your Learning
   4. Professional Practice
   5. Termination
2. **Course Reading and Media (Required and (when applicable) recommended readings)**
   1. Required Texts
      1. Place in APA format. Include ISBN numbers.
   2. Recommended Readings
      1. Place in APA format. Include ISBN numbers.
   3. Media
      1. Include Director, Year. Name of Movie. Producer
   4. Locating Course Reading **(Optional)**

The current edition of the Field Education Manual is available on the MSASS Field Education website. All required field education forms including the 651 Learning Contract and Evaluation are also available in the Resource of the course.

**Additional required and recommended reading and audio-visual material is located within your weekly course content.**

1. **Methods to Attain Course Objectives (Tools used in the course)**

The learning format for this course will include, small group discussion and exercises, skill-based role-playing, videos, journals and homework assignments. Class attendance and participation are required in this course. Students should be prepared to discuss and apply all assignments to class content.

Methods to be used in the course:

* + Discussion
  + Small Group work
  + Experiential Activities
  + Reflection and Peer Feedback

1. **Instructor Responsibilities (Instructor Responsibilities)**
   * Develop discussion and exercise materials.
   * Arrange for supplemental materials as needed.
   * Facilitate small group activities.
   * Read and comment on student assignments.
   * Evaluate student work and provide feedback.
   * Be available to respond to questions from individual students
2. **Student Responsibilities (Student Responsibilities)**

While the online learning environment is designed to be flexible and convenient, you must give special attention to the schedule of assignments. You must pay special note to the following policies:

* 1. It is expected each student will have completed all assigned readings prior to the appropriate module/class session. It is imperative that all readings be competed in a timely fashion if you are to fully participate in class discussions as well as complete your assignments.
  2. Share ideas, learning, and experiences with the class.
     1. Students are expected to bring their own personal and/or professional experiences into the interactive discussion using examples relevant to social policy.
     2. Your colleagues are depending on you to post on time so they can complete their assignments. Pay particular attention to the instructions or team activities. Late initial posts to the discussion board or failure to participate in a timely manner will result in a reduction of points to the course participation grade.
  3. Attendance **during real-time sessions is mandatory** andis considered an important part of the learning experience as class contributions increase student and teacher knowledge.
  4. Complete all assignments on time.
     1. All assignments must be submitted to the instructor by the due dates posted in the syllabus and the learning management system. Assignments are to be submitted via the online submission tool. Except under extremely unusual circumstances, assignments must be turned in on time.  Late assignments will be subject to the following penalty: a grade will drop by ½ letter grade for each day the assignment is late.  For example, if the actual grade is an “A”, the highest grade possible after 1 day is “A-”, at 2 days the highest grade possible is a “B+”, and at 3 days the highest grade possible is a “B”.  If the student is unable to meet the assignment deadline due to circumstances outside of her or his control (e.g., a death in the family), please contact the instructor as soon as possible to discuss an extension without penalty.
     2. 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.
  5. Conformity to MMSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.
     1. Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
     2. Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.
     3. Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

1. **Statement on Disability**

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

1. **Written Assignments**
   1. 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.
   2. 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 a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned without a grade. When references are required, they must be in the APA 6thEdition style.
2. **Participation**

Students are expected to participate in discussion boards and online activities. Late initial posts to the discussion board or failure to participate in a timely manner will result in a reduction of points to the course participation grade.

1. **Grade Policy** *(approved by faculty at Constituent Faculty Meeting, March 24, 2008)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Points** | **Meaning** | **Explanation** |
| A | 4 | Outstanding/Superior | Exceptional performance; consistently exceeds expectations |
| A- | 3.7 | Excellent | Strong performance; often exceeds expectations |
| B+ | 3.3 | Very Good | Consistently meets and occasionally exceeds expectations |
| B | 3 | Good | Meets expectations |
| B- | 2.7 | Somewhat Below Expectations | Sometimes falls short of expectations |
| C+ | 2.3 | Often Below Expectations | Often falls short of expectations |
| C | 2 | Below Expectations | Unevenness or inconsistent in grasp of content and experience |
| C- | 1.7 | Well Below Expectations | Very inconsistent in grasp of content and experience |
| F | 0 | Fail | Complete lack of grasp of content and experience; does not meet minimal expectations |
| I | 0 | Incomplete | Automatically becomes an “F” by instructor if work is not completed within the specified time period |
| W | 0 |  | Official withdrawal |

1. **Assignments and Point Distribution**

You will be evaluated through a series of learning activities. The following table lists the various learning activities that determine your grade.

|  |  |  |
| --- | --- | --- |
| **Learning Activity** | **Point Value** | **Percentage of Grade** |
| Assignments (3) | 300 | 30% |
| Self-Reflection Journals (3) | 300 | 45% |
| Participation | 100 | 25% |
| **Total** | **700 Points** | **100 %** |

1. **Discussion Criteria**Many assignments in this course use a discussion forum to simulate a traditional classroom academic discourse in an asynchronous environment. These discussion forums are designed to delve into the deep questions that are often raised in the course of a typical on-the-ground class session. To replicate this exchange, students will post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. Discussions are also designed to demonstrate student knowledge of the readings, videos, and other supplemental materials presented in each module.   
     
   In a typical classroom many students do not participate in class discussion. Many prefer to read the textbooks, listen to the lecture and let the more outspoken students speak for them. In the online classroom ALL students participate. In fact, as graduate students you will learn as much, if not more, from your fellow students as they share their understanding of the module materials and share personal and workplace experiences.

Students are expected to respond to other postings by doing one or more of the following (as appropriate):

* Making references to the text and other readings
* Bringing in outside research
* Sharing personal workplace experiences
* Supporting and providing constructive feedback to one another

Simply stating “I agree with Janie,” or “I concur” is not a substantial response because this does not provide sufficient specific feedback. Comments that are irrelevant or off topic will also not be accepted because they do not support the learning objectives of each lesson/module.  While a specific word count is not required (and length of posts vary depending on the question or prompt posed), substantive posts will be clearly stated and related to the discussion content and will be insightful and prompt further discussion of topic(s).  Posts will demonstrate clear evidence that concepts from the reading are presented and expressed correctly; this is particularly essential for case study discussion posts.

1. **Live Session**Your instructor will be holding Live Sessions throughout the course. Your instructor will post the times for these and the links to attend them in the Live Sessions Information thread below (you will also receive an email to the account you have listed in your profile). Please refer to this guide on how to attend a live session: <https://lmscontent.embanet.com/CWRU/Resource/CWRU_Adobe_Connect_Instructions.pdf>.

This course has XX Live Session. These session will be held…

| **Live Session** | **Date / Time (EST)** | **Mandatory** |
| --- | --- | --- |
| Live Session 1: Lab | Tuesday July 2nd at 6:00pm EST | No |
| Group Live Session XX: (Optional Name) | To be set up by groups | Yes |
| Live Session XX: (Optional Name) | Day of the week / Time |  |

1. **Weekly Activities**

**Week 1**

| **Learning Activity** | **Due Date** | **Point Value** |
| --- | --- | --- |
| Reading (see below) | ~ | ~ |
| Discussion 1: What's in Your Pocket? | *Initial Post*: Wednesday *Response*: Friday | Not Graded |
| Discussion 2: What Ifs | *Initial Post*: Wednesday *Response*: Friday | Not Graded |
| Activity 1: Preparing for Field Placement | Sunday | ~ |
| Activity 2: Getting to Know Your Agency | Sunday |  |

**Required Reading**

* Field Manual
  + Pages 1 - 6 (history of field education, goals and objectives)
  + Pages 22 - 24 (learning contract, field conference, and professional development hours)

**Week 2**

| **Learning Activity** | **Due Date** | **Point Value** |
| --- | --- | --- |
| Reading (see below) | ~ | ~ |
| Assignment 1: Kolb Learning Style Inventory | Sunday | 100 |

**Required Reading**

* Kolb Workbook pages 1 - 9

**Optional Reading**

* Kolb Workbook - in its entirety

**Week 3**

| **Learning Activity** | **Due Date** | **Point Value** |
| --- | --- | --- |
| Reading (see below) | ~ | ~ |
| Discussion 3: Your Kolb Learning Style | *Initial Post*: Wednesday *Response*: Friday | Not Graded |
| Activity 3: The 8 Abilities | ~ | ~ |
| Self-Reflection Journal #1 | Sunday | 100 |

**Required Reading**

* [Learning Contract](https://lmscontent.embanet.com/CWRU/SASS651A/doc/651A-B%20learning%20contract%20Fall%202012-2013.pdf)

**Week 4**

| **Learning Activity** | **Due Date** | **Point Value** |
| --- | --- | --- |
| Reading (see below | ~ | ~ |
| Activity 4: Learning Contract Activity | ~ | Not Graded |
| Assignment 2: First Three Pages of Learning Contract | Sunday | 100 |
| Kolb Role Play Exercise (Live Session) | TBD | Not Graded |

**Required Reading**

* None

**Week 5**

| **Learning Activity** | **Due Date** | **Point Value** |
| --- | --- | --- |
| Reading (see below) | ~ | ~ |
| Activity 5: 5 Vital Areas of Self | ~ | ~ |
| Self-Reflection Journal #2 | Sunday | 100 |

**Required Readings**

* [Understanding Ourselves](https://lmscontent.embanet.com/CWRU/SASS495/Documents/PDFs/Cochran_1999_Understanding_Ourselves_Reading.pdf), (Cochran) - pgs 19-28

**Optional Readings**

* [Understanding Ourselves](https://lmscontent.embanet.com/CWRU/SASS495/Documents/PDFs/Cochran_1999_Understanding_Ourselves_Reading.pdf), (Cochran) - Entire chapter

1. **Online Course Evaluations**

You will receive an email one week prior to the last day of classes reminding you those end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The link for completing evaluations is: <https://its-services.case.edu/course-evals/evaluate>.   
The course evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

1. **Professionalism**

Professionalism is a comprehensive category that embraces a number of behaviors that comprise “professionalism.” These are deemed important to personal and professional development and will have a significant impact on one’s success in the field. Included in this category are: prepared to participate in interactive discussions; positive interaction with peers during group project work sessions; actively listening and responding; challenging instructor and classmates in a way that is respectful and advances learning for all students; being receptive to constructive criticism; working well with others; meeting deadlines.

1. Additional information specific to your course and not addressed in the above.