

**UNIVERSITY OF NEVADA LAS VEGAS**  
**SCHOOL OF SOCIAL WORK**  
Management and Community Practice Concentration  
SW 759: MCP Field Practicum I  
Fall 2016

Mondays 5:30 – 6:20pm

Room: GUA 3217

Office:

Phone:

WebCampus: <http://webcampus.nevada.edu>

E-Mail:

Office Hours:

**SEQUENCE RATIONALE**

The field practicum sequence is regarded as a vital component of the student's professional development and is governed by the MSW Program's mission statement, the foundation curriculum, and the advanced curriculum concentrations. The field practicum sequence provides students with a unique opportunity to realize the goals and objectives of the program through concrete, practical, and community-based interactions with clients and practicing professionals. In the field practicum, students are supervised, monitored, and directed by agency field instructors and School of Social Work faculty.

The field practicum experience allows each student to apply the academic knowledge and skills acquired from all areas of the curriculum to practice, in which diversity, social justice, and attention to the needs of at-risk populations are emphasized. The field practicum sequence builds upon the generalist foundation, integrating systems theory, the problem-solving process, the strengths perspective, and social work values and ethics. The field practicum provides an opportunity for students to practice their skills evolving from generalist to more advanced techniques, and to apply their theoretical knowledge in settings where human conditions must be respected and enhanced. In essence, the field practicum sequence prepares students for social work practice with individuals, families, groups, organizations, and communities, particularly those encountered within a complex and dynamic urban environment.

**COURSE RATIONALE**

SW 759, Field Practicum I in the Management and Community Practice concentration, continues to build upon the experiences and content of the generalist foundation and the advanced concentration curricula. The course is designed to further enhance generalist practice skills while continuing to prepare students for advanced, critically analyzed, and ultimately autonomous practice in the areas of human service management and community organization. The learning experiences and assignments provided by Field Practicum I enable students to demonstrate integration of the social work curriculum, as well as the ability to effectively develop and translate agency policies and administrative practices into services that are in accord with the needs of the client system and the function of the agency. Experience, knowledge, and

skills of practitioners in administration, planning, and policy practice are essential to the delivery of effective social services. The practicum course will maintain a particular emphasis on central themes of social and economic justice, human diversity, the problem-solving process, systems theory, and social work values and ethics.

### **COURSE DESCRIPTION**

Field Practicum I consists of both 300 hours of experience in a social service agency and participation in weekly field seminar classes, as well as specific required assignments requested by the Field Director. Students should be provided a comprehensive orientation to the agency. Students are also expected to engage in a range of advanced administrative practice experiences, involving assessment, planning, intervention, and evaluation at the macro level. Students should become knowledgeable of the service delivery system and organizational structure of the agency, attend staff development and administrative meetings, review program evaluation procedures, and participate in collaborative change efforts at the programmatic, organizational, or community level. In addition, students should participate in a variety of experiences designed to increase supervision and management skills, while familiarizing the student with the broad range of roles and responsibilities of both the social worker and agency. Field practicum activities, written assignments, readings, case studies, and classroom discussions will provide students with opportunities to demonstrate the development of analytical and practice skills.

Students make written application for placement and are assigned to agencies based on agreement between the student, Field Director, and Agency Field Instructor (AFI). Students are expected to function in accordance with personnel policies and practices of their assigned agency and to be present at the agency approximately 20 hours each week. In some instances, students may be asked to be available for evening or weekend assignments (specific policies and responsibilities are described in the Field Manual).

Students will perform their practicum activities under the instruction and supervision of their assigned Agency Field Instructor. In addition to regular contact as needed throughout the week, students and Agency Field Instructors are expected to meet formally for at least one hour per week for direct supervision.

A Faculty Field Liaison is assigned to each student, furnishing a link between the School, the student, and the Agency Field Instructor. The Faculty Field Liaison typically visits the agency twice during each semester, providing support and consultation for the student and Agency Field Instructor. The Faculty Field Liaison also reviews Learning Agreements and the mid-term and final assignments, providing feedback to the student and the Field Director.

### **COURSE PRE-REQUISITES**

Students must follow their designated program of study. This course, SW 759 (MCP Field Practicum I), is to be taken concurrently with SW 760 (MCP Practice I).

## **COURSE COMPETENCIES**

The course competencies of the Management and Community Practice field practicum flow from the mission, goals, and objectives of the MSW Program and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standards (EPAS). In field, course competencies place an emphasis on critical thinking, professional mentoring, and respect for human diversity. The practicum, seminar, and course assignments will allow students the opportunity to achieve the following competencies:

1. Demonstrate ethical and professional behavior.
  - 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;
  - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
  - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
  - Use technology ethically and appropriately to facilitate practice outcomes; and
  - Use supervision and consultation to guide professional judgment and behavior.
  
2. Engage diversity and difference in practice.
  - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
  - Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
  - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
  
3. Advance human rights and social, economic and environmental justice.
  - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
  - Engage in practices that advance social, economic, and environmental justice.
  
4. Engage in practice-informed research and research-informed practice.
  - Use practice experience and theory to inform scientific inquiry and research;
  - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
  - Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in policy practice.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with individuals, families, groups, organizations, and communities.

- 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.

7. Assess individuals, families, groups, organizations, and communities.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with individuals, families, groups, organizations, and communities.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
- Select and use appropriate methods for evaluation of outcomes;
  - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
  - Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
  - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

For SW 759, as with all field practicum classes, all practice behaviors are measured through two evaluations of the student's progress in the field practicum: midterm and final evaluations, which are completed by the student and the student's Agency Field Instructors. For the field seminar, the practice behaviors measured through participation, observation, and case presentation are:

#5. Engage in policy practice.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **COURSE REQUIREMENTS AND GENERAL OUTCOMES**

Students must actively participate in 300 hours of field practicum experience at a social service agency as a requirement for the course. These hours are to be distributed over at least 12 weeks of the semester and must be completed by the specified due date.

All field documents are available on the UNLV School of Social Work website (<http://socialwork.unlv.edu>) at Field Education Program. This includes such documents as the Learning Agreement, Activity Time Sheets, Evaluations, Code of Ethics, MSW Field Manual, petition forms, etc.

Additional requirements for successful completion of the course include the following:

#### **1. Class Attendance and Participation**

Students are expected to actively participate as a social work practicum student at a social service agency for the total number of hours specified for each field practicum experience. In addition, students are expected to attend and participate in a weekly field seminar. More than three missed seminar sessions may result in losing all points in this category.

The evaluation of the “class attendance and participation,” portion of the grade will be based on the student’s participation in class activities, as well as the submission of written assignments as directed by the instructor. You are expected to provide a WebCampus mail submission of a topic/question related to the readings for the day to the instructor by noon on the day the seminar is held. Class sessions may also involve case presentations or other activities, with a project and presentation for the semester. Late assignments will be accepted; however, a 10% deduction in points will be made for each late assignment.

Besides class participation, our communication systems include WebCampus. You are required to check WebCampus for this class for updates.

It is the student’s responsibility to notify the instructor of religious holidays or any other events that may interfere with the completion of class tasks as early in the semester as possible.

*General Outcome:*

Weekly seminar classes provide students the opportunity to broaden their own experience and knowledge through exposure to the experiences of other students and practitioners in the field. Seminar classes are designed to assist the student in integrating field practicum experiences with research and practice sequence curriculum content.

## 2. Learning Contract

The Learning Contract is a formal document prepared early in the practicum, identifying the specific practice behaviors that will be accomplished throughout the field practicum experience which are designed to assist the student in accomplishing the course objectives. In developing the Learning Contract, students are to follow the suggested practice behaviors listed, or create one practice behavior per core competency in collaboration with the Agency Field Instructor. There may be additional tasks specific to the agency that students are expected to perform. These tasks should be developed collaboratively between the student and the Agency Field Instructor and should integrate course learning objectives with agency activities and goals. Revisions may be required by the Faculty Field Liaison and should be resubmitted in a timely manner. The final Learning Contract must be reviewed by the student, Agency Field Instructor, and Faculty Field Liaison prior to its submission to the Director of Field (refer to Field Manual).

A student, Agency Field Instructor or Faculty Field Liaison may initiate a **Field Practicum Addendum** to the original Learning Contract. Addendums may be submitted at any time during the semester and can include changes or additions to the original Learning Contract made after the due date. Addendums must also be signed by the student, Agency Field Instructor and Faculty Field Liaison before submission to the Director of Field.

*General Outcome:*

In developing the Learning Contract, the student will identify individualized, concrete, specific, and measurable practice behaviors that will be used throughout the semester to evaluate the student's progress.

3. **Field Practicum Time Sheet**

Students are required to maintain an accurate daily record of field practicum hours and learning contract activities. Hours and activities such as agency meetings, client interviews, training, and all other learning activities conducted during placement are to be recorded daily on the Field Practicum Time Sheet. ***Each time sheet must show time spent for supervision, reading and journaling. One and a-half hours per week must be used for agency related reading and journaling.*** Field Practicum Time Sheets are to be submitted to the AFI for review, who will then submit to the Liaison via email.

*General Outcome:*

The student will relate recorded activities to Learning Contract tasks. Regular review of the Field Practicum Time Sheet will assist student, Agency Field Instructor, and Faculty Field Liaison in monitoring the student's progress toward accomplishing these specific tasks. The student will gain skill in monitoring and documenting as they relate to professional activities.

4. **Experiential Journal**

Each student is required to prepare a weekly experiential journal. Students *may* share their journals with Agency Field Instructors as a part of their preparation for weekly supervision. Journal entries will be submitted by students through WebCampus to Faculty Field Liaisons by midnight on Sunday. Journals must be typed **directly into the WebCampus journal assignment box** and must follow the format described below.

1. **Activities:** Provide a **brief narrative of all practicum activities accomplished throughout the week.** Review your Field Practicum Time Sheet and Learning Contract to monitor progress toward goals and to develop plans for accomplishing tasks not yet completed.
2. **Feelings and Observations:** First, describe your observations (favorable and unfavorable) about your experiences throughout the week in the field placement. Then, describe how your feelings, emotions and attitudes influence your perceptions and behavior in the field.
3. **Self-Awareness and Professional Development:** Describe how your practicum experiences and feelings and observations have led to changes in the way you integrate and apply practice skills. Review how supervision, reading, and/or concepts from course work enriched your practicum experience. How have experiences in the field

enhanced your commitment to particular values of the profession or shaped your career goals and interests? Evaluate the need for developing new skills and knowledge. It is important to note that, in terms of grading, this is the most heavily weighted journal section.

4. **Legal and Ethical Issues:** Describe any legal or ethical issues that you encountered the past week at your practicum. Then, indicate whether or not you were able to discuss these issues/concerns with your Agency Field Instructor.
5. **Weekly Supervision Agenda:** Attach your supervision agenda. Be sure to include learning activities and opportunities for the coming week.

*General Outcome:*

Through journal entries, the student will communicate progress towards goals, demonstrate writing practice skills, examine the impact of values, use critical thinking skills, and develop an ability to analyze and evaluate personal feelings in practice. Journal entries should reflect a level depth of thought and introspection appropriate for a graduate level, Concentration year student.

5. **Field Practicum Evaluation**

Student progress and performance in the field practicum experience will be evaluated at midterm and semester end by the student and the Agency Field Instructor, utilizing the Midterm Evaluation or Final Evaluation section of the Learning Contract respectively. It is the student's responsibility to initiate the evaluation process by submitting the form in a timely manner to the Agency Field Instructor who will then finalize it electronically. The student and Agency Field Instructor are then expected to review the respective evaluation jointly during a weekly supervision meeting, using this opportunity to identify goals for meeting the required practice behaviors contained in the Learning Contract. Midterm and Final Evaluations are to be submitted by the AFIs to the Liaisons via email by the specified due dates.

*General Outcomes:*

The Midterm Evaluation provides an opportunity for the student and Agency Field Instructor to assess the student's progress towards goals and objectives of the field practicum as specified in the Learning Contract. The results of the Midterm Evaluation may also be used to determine if practicum modifications need to be explored. The Final Evaluation should reflect the student's progress toward achieving advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

<b>IMPORTANT DUE DATES</b>	
<b>9/9</b>	Learning Contract emailed <b>from</b> your <u>AFI</u> <b>to</b> your <u>Liaison</u>
<b>10/7</b>	<b>Midterm DUE from</b> your <u>AFI</u> <b>to</b> your <u>Liaison</u> : <ul style="list-style-type: none"> <li>▪ 150 Hours of Field Practicum Experience</li> <li>▪ Midterm Evaluation will be emailed <b>by</b> <u>AFI</u> <b>to</b> <u>Liaison</u></li> </ul>
<b>12/2</b>	<b>Final DUE from</b> your <u>AFI</u> <b>to</b> your <u>Liaison</u> : <ul style="list-style-type: none"> <li>▪ 300 Hours of Field Practicum Experience</li> <li>▪ Final Evaluation will be emailed <b>by</b> <u>AFI</u> <b>to</b> <u>Liaison</u></li> </ul>

### CRITERIA FOR GRADING

Evaluation will be based on a variety of criteria designed to allow the student to demonstrate mastery of course objectives. These include accomplishment of Learning Contract Practice Behavior tasks, the Field Practicum Evaluation, the Experiential Journal, Field Practicum Time Sheets, other written assignments, as well as classroom participation in the field seminar. Specific criteria for grading are as follows:

1. **Class Attendance and Participation:** **20 points**
  - a. **Class Activities / Assignments (10), including weekly entry into WebCampus Discussions re: readings**
  - b. **Project and presentation (10)**
  
2. **Learning Contract:** **10 points**
  
3. **Field Practicum Time Sheet:** **10 points**
  - Midterm (5)**
  - Final (5)**
  
4. **Experiential Journal:** **25 points**
  - Midterm (10)**
  - Final (15)**
  
5. **Field Practicum Evaluation (Midterm and Final):** **35 points**
  - Midterm (15)**
  - Final (20)**

94-100	A	80-82	B-	67-69	D+
90-93	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72**	C-	<60	F

**\*\*NOTE: A “C-” or below is equivalent to a “failure to pass” and will require re-enrollment in the class to receive credit.**

- Submitted assignments will be evaluated and graded on: (1) content, (2) clarity, (3) specificity, (4) understanding of social work concepts, values, and ethics, (5) personal insight, (6) originality, (7) grammar, (8) spelling, and (9) promptness.
- All 300 hours of field practicum experience must be completed, as well as all activity/time sheets, journal entries, and evaluation forms submitted, to fulfill course requirements for grade assignment. The practicum is a 15 week course. Practicum hours and weekly assignments are expected to be distributed throughout the semester time frame. Therefore, anything less than 12 weeks of practicum experience accompanied by weekly assignments will result in **a failing grade in the course.**
- It is the student’s responsibility to communicate any difficulties encountered in this process to the Faculty Field Liaison.

#### **COURSE OUTLINE/SCHEDULE**

DATE	SEMINAR TOPIC	ACTIVITIES/ ASSIGNMENTS DUE	OUTCOMES
Week 1 8/29/16	Introduction & orientation to practicum and seminar objectives and methods: - Evaluation criteria - Class structure - Activities and Assignments - Field Manual	- Practicum status check	Students will re-orient to the rationale behind the concentration field practicum experience and the process for successful completion of goals and requirements.
Week 2 9/5/16	<b>LABOR DAY NO CLASS</b>		

<p>Week 3 9/12/16</p>	<p>Management in the Human Services: Purposes, Practice, and Prospects in the 21<sup>st</sup> Century--Introduction and course overview</p>	<p>-Reading: Chapter 1, 23-24 -Class activity/discussion</p>	<p>Students will use critical thinking skills to gain a deeper understanding of the changing dynamics of social work administration and the role of organizational leadership.</p>
<p>Week 4 9/19/16</p>	<p>General themes in the evolution of human services administration</p>	<p>- Reading: Chapter 2 - Patti, R. (2003). Reflection on the state of management in Social Work. <i>Administration in Social Work</i>, 27(2), 1-10. - Class Activity/ Discussion</p>	<p>Students will develop an understanding of the history of social welfare administration and management—where are we and how did we get where we are?</p>
<p>Week 5 9/26/16</p>	<p>Dimensions and competencies of human services management</p>	<p>- Reading: Chapter 5, 8, 9 - Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. <i>Administration in Social Work</i>, 28(1), 45-56. - Class Activity/Discussion</p>	<p>Students will understand the competencies expected of management positions in human services.</p>

<p>Week 6 10/3/16</p>	<p>Ethical issues in human services management</p>	<ul style="list-style-type: none"> <li>- Reading: Reamer, F. (2006). <i>Social work values and ethics</i> [electronic resource] (3<sup>rd</sup> ed.). New York: Columbia University Press. [Chapter 3, 5-6, accessed through Lied Library Encore catalog online].</li> <li>- Class Activity/Discussion</li> </ul>	<p>Students will explore ethical reasoning in management dilemmas</p>
<p>Week 7 10/10/16</p>	<p>Human services management and organizational theory, Part I</p>	<ul style="list-style-type: none"> <li>- Reading: Chapter 3</li> <li>- Hasenfeld, Y. (1992). Theoretical approaches to human service organizations. In Y. Hasenfeld (Ed.), <i>Human services as complex organizations</i> (pp. 24-44). Newbury Park, CA: Sage.</li> <li>- Hasenfeld, Y. (1992). The nature of human service organizations. In Y. Hasenfeld's <i>Human services as complex organizations</i> (pp. 3-23). Newbury Park, CA: Sage.</li> <li>- Tropman, J.E. (1989). The organizational circle: A new approach to drawing an organizational chart. <i>Administration in Social Work</i>, 13(1), 35-44.</li> <li>- Class Activity/Discussion</li> </ul>	<p>Students will examine organizational structure and the various theories related to structure.</p>
<p>Week 8 10/17/16</p>	<p>Human services management and organizational theory, Part II</p>	<ul style="list-style-type: none"> <li>- Reading: Chapter 4, 6</li> <li>- Class Activity/Discussion</li> </ul>	<p>Students will examine various factors affecting the organization and its personnel and related theories.</p>

Week 9 10/24/16	Client-centered management	<ul style="list-style-type: none"> <li>- Reading:</li> <li>- Patti, R. J.</li> <li>- Rapp &amp; Poertner</li> <li>- Class Activity/Discussion</li> </ul>	Students will examine strategies for strengthening client focus in management.
Week 10 10/31/16	Online: Barriers and strategies for change and innovation in organizations.	<ul style="list-style-type: none"> <li>- Reading:</li> <li>- Rogers</li> <li>- Class Activity/Discussion</li> </ul>	Students will analyze the barriers to change and strategies for successful innovation.
Week 11 11/7/16	Barriers and strategies for change and innovation in organizations II.	<ul style="list-style-type: none"> <li>- Reading:</li> <li>- Rogers</li> <li>- Class Activity/Discussion</li> </ul>	Students will continue the analysis of barriers to change and strategies for successful innovation.
Week 12 11/14/16	Organizational empowerment	<ul style="list-style-type: none"> <li>- Reading: Chapter 14</li> <li>- Gutierrez, GlenMaye &amp; DeLois; Wes &amp; Shera</li> <li>- Class Activity/Discussion</li> </ul>	Students will identify and analyze best practices for increased staff and consumer participation in decision-making processes.
Week 13 11/21/16	Student Presentations on projects	-Agency analysis	Students will present project on client-centeredness in human services management.

Week 14 11/28/16	Student Presentations on projects	-Agency analysis	Students will present project on client-centeredness in human services management.
Week 15 12/5/16	Student Presentations on projects  Course wrap-up	-Agency analysis	Students will present project on client-centeredness in human services management.

### **REQUIRED TEXT**

Patti, R. (Ed.). (2009). *The handbook of human services management* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications.

The required text is also used in SW 760. There may also be additional readings and activities as assigned. N.B. The texts used in 759/760 are also used in 769/770.

### **UNLV POLICIES**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**There is to be no use of laptops, cell phones, or any other audio/visual/electronic technologies by students during class periods without specific approval by the instructor. Also, per NSHE policy, there is to be no audio/videotaping in the classroom without instructor approval or accommodations determined by the Disability Resource Center.**

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties

and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, #702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

### Additional Resources

**Student Lounge:** There is a small student lounge in the School of Social Work for your use. A file cabinet contains folders for faculty and administrative communication with each of you. There is also a phone and a couple of computers for your shared use.

**Personal Assistance:** Please be reminded that this class is not a confidential setting. The following numbers may be helpful to you in this regard:

School of Social Work office	702-895-3311
UNLV Counseling and Psychological Services	702-895-3627
United Way Clearinghouse	702-892-2320
Clark County Social Service	702-455-7200

**Campus Assistance:** The following link will provide you direct access to campus organizations that can assist you: [http://tlc.unlv.edu/student\\_success.htm](http://tlc.unlv.edu/student_success.htm)

**Lied Library:** The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Take your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of the more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at the library website or call #895-2123 for more information.

**Social Work Subject Librarian:**

Lied Library has a librarian assigned to assist social work students, as well as other students in the Greenspun College of Urban Affairs, in regard to research and other library resources:

Ms. Susie Skarl  
 Urban Studies Librarian  
 Phone: (702) 895-2141  
 Email: [Susie.Skarl@unlv.edu](mailto:Susie.Skarl@unlv.edu)

**Bibliography**

Alle-Corliss, L., & Alle-Corliss, R. (1998). *Human service agencies: An orientation to fieldwork*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Alle-Corliss, L. & Alle-Corliss, R. (1999). *Advanced practice in human service agencies: Issues, trends, and treatment perspectives*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Alle-Corliss, L. & Alle-Corliss, R. (2009). *Group work: A practical guide to developing groups in agency settings*. Hoboken, N.J.: Wiley.

Austin, M. J. & Hopkins, K. M. (Eds.). (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage Publications.

Austin, M. J., Brody, R. P., Packard, T. (2009). *Managing the challenges in human service organizations: A casebook*. Thousand Oaks, CA: Sage Publications.

Edwards, R.L. & Yankey, J.A. (Eds.). (2006). *Effectively managing nonprofit organizations*. Washington, D.C.: NASW Press.

- Fauri, D. P., Wernet, S. P., Netting, F. E. (2008). *Cases in macro social work practice* (3<sup>rd</sup> Ed.). Boston: Pearson Allyn & Bacon.
- Hasenfeld, Y. (Eds.). (2010). *Human services as complex organizations* (2<sup>nd</sup> Ed.). Los Angeles: Sage.
- Kaiser, T. L. (1997). *Supervisory relationships: Exploring the human element*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Kirst-Ashman, K. & Hull, G.H. (Eds.). (2006). *Generalist practice with organizations & Communities* (3<sup>rd</sup> Ed.). Belmont, CA: Thomson Brooks/Cole.
- Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. NY: W.W. Norton and Company.
- Rivas, R. F., & Hull, G. H., Jr. (1996). *Case studies in generalist practice*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Roush, M. (Eds.). (2009). *U.S. national debate topic 2009-2010: Social services for the poor*. New York: H.W. Wilson Company.
- Royse, D., Dhooper, S., Rompf, E. L. (2003). *Field instruction: A guide for social work students*. Boston: Allyn & Bacon.
- Schneck, D., Grossman, B., & Glassman, U. (Eds.). (1991). *Field education in social work: Contemporary issues and trends*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (1997). *Techniques and guidelines for social work practice* (4<sup>th</sup> Ed.). Boston, MA: Allyn and Bacon.
- Shulman, L. (1994). *Teaching the helping skills: A field instructor's guide* (2<sup>nd</sup> ed.). Alexandria, VA: Council on Social Work Education.
- Steinman, S. O., Richardson, N. F., & McEnroe, T. (1998). *The ethical decision-making manual for helping professionals*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Thomlison, B., Rogers, G., Collins, D., & Grinnell, R. M., Jr. (1996). *The social work practicum: An access guide* (2<sup>nd</sup> Ed.). Itasca, IL: Peacock Publishers.
- Westerfelt, A., & Dietz, T. J. (1997). *Planning and conducting agency-based research: A workbook for social work students in field placements*. NY: Longman.