

SPRING TERM

The *Phyllis Lan Lin* Program of Social Work

Spring Term
ST 299-14
Good Hall 216
(May 3-May 21, 2004)

Spring 2004
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Course Rationale:

A traditional and central purpose of colleges and universities is to advance civic responsibility. Increasingly, there is an explicit connection between civic education and real service performed during undergraduate school. This course addresses our University mission, which is to teach liberal arts, including experiences with the problems of society and populations at risk.

Course Description:

Students will:

- Meet initially in class, have agency orientation, then report to their work sites daily
- Perform tasks and have responsibilities at south side social service agencies.
- Learn about our neighborhood and our neighbors
- Have a better understanding of poverty, patience, diversity, and a sense of civic responsibility

Course Objectives:

1. To increase student's knowledge of
 - Social Service agencies, their programs, services and client populations.
 - Community resources serving and working with identified agencies.
2. To encourage students to reflect on
 - Their own abilities and limitations
 - Individual values, biases and perceptions regarding the neighborhood and clients involved with the agencies.
 - Social issues and systems that impact people on a daily basis
 - The role of volunteers in human services

Grades:

Your grade in this course will be based on the following:

- Agency work; including attendance, conduct, punctuality, and performance of assigned task 50%

- Daily journal; completed and on time 15%
- Agency Profile; presentation and written 25%
- Class Participation 10%

Total 100 Points

Course Requirements:

This 2004 Spring Term course will consist of two parts:

1. Volunteer 3 hours a day for 3 weeks (except when class meets) at an assigned social service agency
2. Written and oral assignments described as follows:

Daily Journal - Include an entry for each day at the field site. Entries are not to be a listing of activities for the day or a breakdown of hours. This requirement is meant to be a structure and opportunity for processing activities, observations, and feelings and organizing them into meaningful learning experiences. Do an entry at the end of each day. This will be easier and provide better information than if you wait and compile entries just prior to turning them in. Attachment A may provide guidance, but you are encouraged to use your own words, paper, and format.

Agency Profile - (Attachment B) This requirement involves a group presentation about the agency. You must include all of the information cited in order to do well on this assignment. Visual aids, such as organization charts and documentation samples are encouraged. Although the grade is based primarily upon the presentation, the group must also provide a written outline of the agency profile at the time of the presentation. Agency profiles will be presented the last day of class. Each student should include 1 or 2 "memorable" experiences that happened during this course.

Agency Evaluation - (Attachment C) This is similar to the evaluation that will be completed by the supervisor, but in this case, you will be evaluating the work site. This information is a requirement for your final grade, but will also assist U of I staff in determining future sites.

Student Evaluation - (Attachment D) Give this form to your Field Supervisor and arrange a meeting time with him/her on May 20th. This will be your last day at the agency site. You should bring the completed, signed form to class with you on May 21 to turn it in. This counts toward your grade. If you do not turn it in, you will not receive credit for the course.

Class Participation - You are expected to participate in the 3 classroom sessions for this course in the same manner expected in any academic course. Attendance is mandatory.

Professional Expectations:

1. Tardiness and/or absences are inappropriate and will affect your final grade. All unavoidable absences or late arrivals must be preceded by a phone call to our assigned agency and instructor.
2. Dress appropriately for the agency and specific duties you will be

performing. You must adhere to the agency dress code. When in doubt about what to wear - ASK!

3. Remember that you are a guest in the agency and neighborhood. You must maintain strict standards of confidentiality and respect for clients and agency personnel when discussing your experiences away from the agency site. You represent the University of Indianapolis and should conduct yourself accordingly.

4. Perform assigned tasks effectively and responsibly. It is understood that, as a student, guidance and assistance may be required. However, it is your responsibility to seek out consultation and assistance when needed in an assertive and responsible manner. You are responsible for communicating your needs and request directly to the Field Supervisor. Common issues include concern with scheduling, work expectations, lack of knowledge about a particular task, uncertainties regarding their relationship to the Field Supervisor or other staff, and lack of adequate duties to stay busy and challenged.

Assertiveness is a necessary skill for any professional, and this field experience provides opportunities to practice and improve this skill. You may discuss specific difficulties with the instructor, but only after talking with the Field Supervisor.

Class Schedule:

May 3

Class meets on Campus - Good Hall Recital Hall.

Syllabus, directions to sites and other details will be distributed; presentations by agency representatives will take place.

May 4-6

Students on-site at agencies for 3 hours (9:00a.m.-12:00)

May 7

All students have class with instructor at Fountain Square Building, 901 Shelby St., 3rd floor, room 306 (9:00a.m.-12:00)

Daily Journals due

May 10-13

Students on -site at agencies for 3 hours (9:00a.m.-12:00)

May 14

All students have class with instructor at Wheeler Arts Center (Shelby/Sanders St.) in classroom (9:00-12:00a.m)

Daily Journals due

May 17-20

Students on-site at agencies for 3 hours (9:00a.m.-12:00)

May 21

Final class: All students have class with instructor at Fountain Square Building (9:00a.m.-12:00), RM 306.

Agency presentation, written outline, journals and evaluations must be completed and turned in at this time.

Attachment A

SERVICE LEARNING IN THE CITY
Daily Journal Entry Sample

Name _____

Placement Site: _____

Date: _____

1. Describe the most important event of the day.

2. What event/activity /conversation had the greatest positive or negative impact on you today?

3. What event/activity/conversation had the greatest positive or negative impact on a client.
today?

4. Describe interactions you observed between members of the organization and member of the
community.

5. Describe interactions among clients.

6. What long-term impact did your activities have on the organization or an individual?

7. Briefly reflect on today's experiences, observations as they relate to prior knowledge from the
classroom, texts or other readings.

8. Briefly reflect on today's experiences, observations as they relate to prior knowledge from the
classroom, texts or other readings.

9. Other comments, observations, reflections, insights about "self", etc.

Attachment B

AGENCY PROFILE

Agency Name _____

Location(s) _____

1. Organizational Structure

- A. Mission Statement
- B. Brief History
- C. Affiliations with other agencies and service
- D. Regulatory bodies/organization - Who inspects? I.e. Health Department, Accrediting bodies, etc/
- E. Funding patterns or sources - Multiple?
- F. Organizational hierarchy (include organizational chart)

2. Services

- A. Specific program/services
 - Clientele - types of clients you worked with or agency serves
 - Purpose and/or presenting problems - fee scale
 - Social problem or problems the agency addresses, i.e. hunger, homelessness, underemployment, etc.

3. Clientele

- A. Catchment area
- B. Entry into System (Access) - referral necessary, self-referred, etc.
- C. Population(s) served:
 - Number served per year
- Race -Age
- Income range
- Other identifying characteristics.

4. Staffing

- A. Number of employees - volunteer
 - Support staff
 - Professional staff
- B. Professional staff
 - Terminal degrees
 - Experience level
 - Pay scale
 - Turn-over rate

C. What you did during your time at the agency - various tasks, assignments, and responsibilities.

Attachment C

AGENCY EVALUATION

Student _____

Agency _____

Utilize the following scale to rate the agency in each area below:

- 4. - Outstanding
- 3. - Very Good
- 2. - Adequate
- 1. - Unsatisfactory
- 0. - Uncertain or Not Applicable

A. STAFF

1. Staff competence	4	3	2	1	0
2. Interactions with clients	4	3	2	1	0
3. Professional conduct	4	3	2	1	0
4. Interactions among staff	4	3	2	1	0
5. Helpfulness to clients/neighborhood	4	3	2	1	0

B. AGENCY

1. Organization	4	3	2	1	0
2. Staff training	4	3	2	1	0
3. Mission Statement	4	3	2	1	0
4. Funding levels	4	3	2	1	0

C. OVERALL Satisfaction w/Placement

4 3 2 1 0

Attachment D

STUDENT EVALUTION

Student _____
Agency _____

Utilize the following scale to rate the student in each area below:

- 4 - Outstanding
- 3 - Very Good
- 2 -- Adequate
- 1 - Unsatisfactory
- 0 - Uncertain or Not Applicable

A. PERFORMANCE

1. Attendance and punctuality	4	3	2	1	0
2. Organizational skills and time management	4	3	2	1	0
3. Interacts with staff and field supervisors	4	3	2	1	0
4. Ability to communicate questions, needs, and concerns to field supervisor or staff	4	3	2	1	0
5. Resourcefulness	4	3	2	1	0

Comments:

B. KNOWLEDGE

1. Comprehends the programs/services of the agency	4	3	2	1	0
2. Knowledge of social issues which impact clients	4	3	2	1	0

C. OVERALL PERFORMANCE 4 3 2 1 0

Comments:

D. FIELD SUPERVISORS EVALUATION

Credit _____
Non-credit _____

Attachment E

University of Indianapolis
Perspective on Service Learning Experiences

The University of Indianapolis believes that service learning through the direct experience of volunteering in our community is a valuable dimension of a liberal arts education. This opportunity to do service for academic credit is likely to be a unique and memorable highlight of your education. It is desired that you will acquire a sensitivity to appreciation of the differences that exist between neighborhood and our neighbors.

Student Statement and Confidentiality Clause

In choosing to participate in this learning experience, I understand that while the instructor and agency personnel will do everything reasonably possible to enrich my experience and to ensure my safety, ultimately I must accept responsibility for my own behavior. Since I expect to confront differences for which I may be personally unprepared, I will consider them to be a part of my learning experience and will avoid judging them or criticizing them. I understand that one of the primary purposes of this experience is to observe, learn and assist and in so doing to become more sensitive to and more appreciative of differences in others. I am aware that this may require me to confront and deal with my own biases and beliefs.

I understand that I am a guest working at an agency and at all times I represent the University of Indianapolis. I will respect the confidentiality of the clients that I encounter and the agency I serve.

Name _____
Print

Signature _____ Date _____