

# **Total Immersion Experience ( T.I.E.) SWK –1100**

Professor George E. Huff  
Fall/Spring Semester  
Office: APP113, Ext. 7748  
huffg@cedarville.edu

Cedarville University  
Two (2) credit hours  
Undergraduate

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## **COURSE DESCRIPTION**

This course is available to all students interested in the helping professions. It is primarily a course designed for social work students who will receive a pre-professional experience in social work. The student's participation will be in a social service agency "shadowing" a social worker who has a degree in social work or licensed in social work having a minimum of two (2) years experience in the profession. Social work students must complete this course before applying for admissions into the program.

### **I. CEDARVILLE UNIVERSITY SOCIAL WORK PROGRAM GOAL (PG) RELATED TO THE COURSE**

1. Providing content about Social work Practice from a generalist perspective with client systems of various sizes and types.
2. Preparing students with the skills, values, and knowledge to practice with diverse populations at risk.
3. Providing content about social contexts, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. Preparing graduates who are aware of their responsibility to continue their professional growth and development.
5. Preparing students to practice with populations at risk with unique discrimination and oppressive histories (with a special focus on poverty).
6. Integrating Biblical principles throughout the curriculum so that students can appropriately integrate their faith and that of their clients into the helping relationship.
7. Laying a foundation of course skills essential to a high caliber of Social Work practice (i.e., problem solving, listening, verbal and written communication, critical thinking).

8. Creating an appreciation for the profession as well as an understanding of the history, personalities, and issues and events which helped shape it.
9. Infusing throughout the curriculum the values and ethics that guide professional social workers in their practice.

## **II. CEDARVILLE UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES (PO) RELATED TO THE COURSE**

As a result of taking TIE the student will be able to:

1. Apply critical thinking skills within the context of professional Social Work practice. (B5.7.1) (B6.13) (PG 1,2,5,6,7,8,9)
2. Practice within the values and ethics of the Social Work profession and with an understanding of and respect for the positive value of diversity. (B5.7.2) (B6.13)
3. Demonstrate the professional use of self. (PG 2,5,9)
6. Apply the knowledge and skills of generalist Social Work to practice with systems of all sizes. (B5.7.6) (B6.13) (PG 1,8)
8. Analyze the impact of social policies on client systems, workers, and agencies. (B5.7.8) (B6.13) (PG 1,3)
10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community. (B5.7.10) (B6.13) (PG 2,5,6,7)
14. Analyze and apply the knowledge, values, and skills of Social Work practice from a Biblical world and life view. (B5.7.6) (B6.13) (PG 2,5,6,7,9)
15. Demonstrate an understanding, sensitivity, commitment to issues related to poverty. (B5.7.2) (B6.13) (PG 5)
16. Demonstrate an understanding, sensitivity, commitment to Social Work issues from a global/multicultural perspective. (B5.7.2) (B5.4.2) (B6.3.5) (PG 2)

## **III. COURSE OUTCOMES**

As a result of having participated in the Total Immersion Experience, students shall demonstrate the ability to:

1. Appreciate the profession of Social Work as a vocation. (B4.1) (PG 5,7,8) (PO 1,8,14)

[Written Report]

2. Critically evaluate his/her feelings about Social Work as a career choice. (B5.7.1) (B5.7.3) (PG 5,7,8) (PO 1,8,14) [Participation]
3. Understand the diversity of populations that Social Work as a profession serves. (B5.7.2) (PG 1,2,5) (PO 2,10) [Participation]
4. Become knowledgeable of the vulnerability of families and children who receive services from social service agencies located in the community. (B5.7.4) (B5.7.8) (PG 2,5) (PO 8) [Evaluation]
5. Understand the helping process of working with people through the relationships that are established in the social work arena. (B5.7.6) (B5.7.1) (PG 9) (PO 8,10) [Evaluation]
6. Understand the professional relationships that are founded in and outside of the agency in working with vulnerable population groups. (B5.7.6) (B5.7.8) (PG 1) (PO 2,6) [Evaluation]
7. Demonstrate an awareness of basic Social Work knowledge, values, and skills. (B5.7.6) (PG 7) (PO 6) [Evaluation]
8. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice. (B5.7.4) (B5.7.8) (PG 2,5) (PO 2,6,15) [Evaluation]
9. Recognize one's own potential for helping others and decide whether a career in the generalist profession of Social Work would be appropriate. (B5.7.1) (B5.7.5) (PG 1,5,6,8,9) (PO 1) [Written report]
10. Demonstrate an understanding, sensitivity, and commitment to issues related to poverty across social work practice. (B5.7.2) (PG 5) (PO 15) [Written report]
11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community. (B5.7.10) (PG 9) (PO 10) [Evaluation]
12. Apply critical thinking skills within the context of pre-professional Social Work practice. (B5.7.1) (PG 1) (PO 1) [Participation]
13. Analyze and apply the knowledge, values, and skills of Social Work practice from a Biblical worldview. (B5.7.1) (B5.7.6) (PG 6) (PO 14) [Written report]
14. Understand the historical development of agencies representing different fields of practice and their current structure and issues. (B5.7.5) (PG 6,8) (PO 8) [Evaluation]
15. Understand the client's perspective on "being helped". (B5.7.7) (PG 1,2,5) (PO 2,3,6,8,10) [Written report]

16. Understand what might impact a client from a global/multicultural perspective.  
(B5.7.2) (B5.4.2) (B6.3.5) (PG 1) (PO 2) [Written report]

#### **IV. INSTRUCTIONAL METHODS**

Out-of-class methods will require the student to “shadow” a social worker in a social service agency for five full, consecutive days (one week/40 hours) preferably between semester breaks (Christmas/Spring) or summer.

In-class methods will include a class debriefing session following the “shadowing” experience scheduled on Friday of the second full week after the beginning of each semester.

#### **V. MATERIALS**

A. Required forms can be found at the end of this syllabus and are to be completed by the student and the social worker that will be “shadowed”.

#### **VI. EVALUATION**

In-class methods will include: discussion and participation in a class debriefing session with other students who have “shadowed” a social worker.

Out-of-class methods will include: the completion of the Evaluation Form by the social worker who provided the “shadowing” experience and the timeliness of all required paperwork (Student’s Choice Form and Written Paper Report) to be turned into the professor.

##### **A. Grading**

The final grade for TIE will be determined by the timeliness and quality of the written material and participation of the student in the debriefing session as follows:

Timeliness of Paper Work .....	10%
Evaluation Form.....	35%
Written Paper Report .....	35%
Participation in the Debriefing Session .....	20%

Academic dishonesty in any assignment will result in an F for the assignment. Cheating on any quiz or exam will result in an F for the course.

The scale is as follows:

100 - 96 =	A
95 - 94 =	A-
93 - 91 =	B+
90 - 88 =	B

87	-	86	=	B-
85	-	83	=	C+
82	-	80	=	C
79	-	78	=	C-
77	-	75	=	D+
74	-	72	=	D
71	-	70	=	D-
Below 69			=	F

B. Attendance

Students are expected to attend the required debriefing session, because each student's presence and participation are part of the learning process. If an absence is unavoidable (emergency), you should contact me before the session. If I cannot be reached, leave a message on my answering machine (766-7748).

C. Late Assignments

A late assignment immediately drops one (1) letter grade. Plans for a late submission must be discussed with the professor before the debriefing session. Each successive week late drops the grade of the written report one letter grade until an "F" is received. Any time after that, the "F" is recorded as a "0" from the scale for grades. No final grade will be given until all assignments are completed and submitted.

D. Class Participation and Protocol

Students are expected to be active participants in the learning process. An active participant is involved in the class to the extent that he/she actively listens, reacts to information, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class.

Students will come to the debriefing session on time, not leave mid class (unless previously arranged), not talk when others are talking, show respect to peers and professor, interact/question in a courteous manner and in general demonstrate the same professional demeanor that was demonstrated in TIE.

E. Americans with Disabilities Act

If you have a disability covered by the Americans with Disabilities Act for which academic accommodations might need to be provided in this course, please contact me or the Academic Assistance Office (Dr. Pamela Johnson, Ext. 7765, [johnsonp@cedarville.edu](mailto:johnsonp@cedarville.edu) or Mrs. Marilyn Meyer, Ext. 7633, [meyerm@cedarville.edu](mailto:meyerm@cedarville.edu)) as soon as possible so that the appropriate accommodations can be determined and arranged.

## **VII. REQUIREMENTS**

- A. The student will contact a Social Service Agency in their home town well in advance of the desired date to arrange for TIE.
- B. Select a social worker to “shadow” that meets the education and experience requirements.
- C. The student’s choice of a Social Service Agency and social worker to “shadow” must be approved by the professor in advance.
- D. The student must complete the necessary paper work i.e. forms. The social worker that provides the “shadowing” experience will complete the Background Information Form **and** the Evaluation Form (see section XI). The student will complete the Student’s Choice Form TIE (see section XI).
- E. The student will make sure that the social worker that he/she “shadowed” returns all necessary paperwork.
- F. The student will write a paper report.
- G. The student will attend the class debriefing session scheduled for all students who participated in TIE. The student will answer all questions and offer constructive feedback during this session.
- H. The student will meet with the professor before making any final arrangements with the social worker that he/she is planning to “shadow”.
- I. The student will participate in the TIE in a whole-hearted manner as unto the Lord. You are reflecting Jesus Christ in you and representing Cedarville University.

## **VIII. ASSIGNMENT GUIDELINES**

**A.** Participation in the local Social Service agency is extremely important. Beyond observing normal agency activities, the student will benefit from attending staff meetings and from interviewing various agency personnel. Furthermore the student could engage in the following activities:

- 1. Observing an intake.
- 2. Discussing the assessment process.
- 3. Observing of ongoing process with clients.
- 4. Reviewing problem solving strategies and treatment plans (contracting).
- 5. Reviewing case files.
- 6. Becoming familiar with agency goals and objectives.
- 7. Observing of termination process.

8. Gaining as much client interaction as possible.
9. Practicing communication skills.
10. Becoming familiar with paper work.
11. Participating in supervisory sessions - getting performance feedback.
12. Interviewing clients.
13. Watching training videos.
14. Reviewing organizational charts.
15. Reviewing the historical development of the agency.

The student may lend real assistance to the social worker. However, the student should “shadow” the social worker at all times and not be left alone to tend to clerical tasks.

## B. Paper Report

You will be expected to keep a record of your experience. It should include the following information:

- your name and mail box number
- where and when the T.I.E. took place
- a description of the agency you worked in
- the name of the social worker you shadowed
- an overview of the population you observed and your reaction to them
- activities in which you were engaged
- your reactions to the experience
- your social worker’s reactions to you and this experience
- your tentative conclusions about whether Social Work is for you
- address your own potential for helping others and the client’s perspective in “being helped”
- poverty issues you understand from this experience
- address your potential for helping others
- analyze the knowledge, values and skills of social work in a situation you observed from a Biblical worldview
- the global/multicultural perspectives that you noticed

The report should be typewritten, twelve (12) point font and minimum of five (5) pages. Provide a copy of the agency brochure and the agency’s Mission Statement.

## IX. PROCEDURE

- A. Register for TIE. It is best to register for TIE the semester following the experience (i.e., if you are doing T.I.E. over Christmas Break, your T.I.E. would be on your spring list of classes).
- B. Select a couple different Social Service agencies from your home town community. Complete Student’s Choice Form and submit to professor.

- C. Obtain approval from the professor before contacting a Social Service agency.
- D. Share the TIE syllabus with the social worker that you plan to “shadow”.  
Go over all necessary Forms that he/she will be required to fill out. The information form “Background Information of Social Worker” is to be completed and returned to the professor prior to beginning the TIE experience.
- E. Schedule TIE over Christmas, Spring or Summer Break.
- F. Complete the forty (40) hour TIE experience.
- G. Turn in the written Paper Report and the remaining required forms for TIE including forms from the social worker that you “shadowed”.
- H. Meet with professor and students for a debriefing class session on TIE.

**X. CLASS SCHEDULE**

<b>DATE</b>	<b>GENERAL TOPIC</b>	<b>ASSIGNMENTS</b>
Friday of the second full week of each semester	Students’ impressions and experiences from TIE.	Written Report Completed Forms Brochure/Pamphlet
Class Activities: Reviewing students’ Total Immersion Experience		

**XI. FORMS**

**SOCIAL WORK PROGRAM  
Cedarville University**

***BACKGROUND INFORMATION***  
**OF**  
**SOCIAL WORKER**

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Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Present Employer: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Work Address: \_\_\_\_\_

Work E-mail: \_\_\_\_\_

**EDUCATION**

Name of College: \_\_\_\_\_

College Address: \_\_\_\_\_

Date of Graduation: \_\_\_\_\_ Degree Earned: \_\_\_\_\_

Name of Graduate School: \_\_\_\_\_

School Address: \_\_\_\_\_

Date of Graduation: \_\_\_\_\_ Degree Earned: \_\_\_\_\_

Additional Education/Training: \_\_\_\_\_

School Address: \_\_\_\_\_

Years Attended: \_\_\_\_\_

**EMPLOYMENT HISTORY**

(Paid and Volunteer)

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(Agency/Organization – Present or Most Recent)

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(Time Employed)

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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(Agency/Organization – Present or Most Recent)

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(Time Employed)

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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(Agency/Organization – Present or Most Recent)

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(Time Employed)

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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(Agency/Organization – Present or Most Recent)

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(Time Employed)

Responsibilities: \_\_\_\_\_

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(Agency/Organization – Present or Most Recent)

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(Time Employed)

Responsibilities: \_\_\_\_\_

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**OTHER PERTINENT INFORMATION**

Professional Licenses/Credentials Held: \_\_\_\_\_

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Additional Information of Importance:

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**Cedarville University**

*T.I.E. CONFIRMATION and EVALUATION FORM*

THIS IS TO CONFIRM THAT \_\_\_\_\_ has spent  
(Name of Student)

five (5) **FULL CONSECUTIVE** work days in \_\_\_\_\_  
(Name of Social Service Agency)

located at \_\_\_\_\_

between \_\_\_\_\_, 20\_\_\_\_ and \_\_\_\_\_, 20\_\_\_\_.

Social Worker \_\_\_\_\_ Phone #: \_\_\_\_\_

Based on your observation of this student, please **RATE** him or her by **circling the appropriate number:**

**1**
**2**
**3**
**4**
**5**  
**Strongly Disagree**
**Agree**
**Strongly Agree**

<b>The student was:</b>					
1. Cooperative	1	2	3	4	5
2. Industrious	1	2	3	4	5
3. Able to take initiative	1	2	3	4	5
4. Learned about the children and families served at the agency	1	2	3	4	5
5. Reviewed history of agency	1	2	3	4	5
6. Serious about responsibility	1	2	3	4	5
7. Open to suggestions	1	2	3	4	5
8. Eager to improve	1	2	3	4	5
9. Creative	1	2	3	4	5
10. Understood the helping process with clients	1	2	3	4	5

11. Aware of the professional relationships inside and outside of agency	1	2	3	4	5
12. Reviewed issues of oppression and discrimination	1	2	3	4	5
13. Used good communication skills with people she/he came in contact with	1	2	3	4	5
14. Sensitive to the needs of the client's served at the agency	1	2	3	4	5
15. Aware of basic social work knowledge, values and skills	1	2	3	4	5

Did you detect anything about this student's personality or performance which might hinder his or her effectiveness in the Social Work profession? If so, please explain.

Additional Comments:  
(Please comment on any irregularities in attendance or punctuality.)

Please circle a grade that will be used as a guide in determining the student's grade.

A    A-    B+    B    B-    C+    C    C-    D+    D    D-

**THANK YOU** for allowing this student to shadow you.

**Please return this form to the student or to:**

George E. Huff, MSSA, LISW  
Assistant Professor  
Cedarville University  
251 N. Main Street  
Cedarville, OH 45314  
Fax: 937-766-3445

**SOCIAL WORK PROGRAM  
Cedarville University**

***Student's Choice Form***  
**Total Immersion Experience**

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Name: \_\_\_\_\_ Year you will graduate: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

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AGENCY of Choice:

Name \_\_\_\_\_

Reason Selected: \_\_\_\_\_

Social Worker's Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Best Time to Call: \_\_\_\_\_

E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

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