I. LOCATOR INFORMATION:
Instructor:
Course Number and Name: SWRK 580-02 Social Work Field Instruction- I
Semester Hour of Credit: 4 semester hours
Day/Time Class Meets:
Email:
Building:
Office Phone: Fax:
Office Location: Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION:
Social Work Field Instruction I course is one of two courses that constitute the foundation field placement. Students take this course concurrently with their other foundation courses. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. Field placements provide students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance practicum learning experiences by helping student further develop understanding knowledge, skills, self awareness and professional use of self in advanced social work practice.
III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:


Additional readings may also be provided on Blackboard.

V. INTERNET RESOURCES

FSU Blackboard: [https://blackboard.uncfsu.edu/](https://blackboard.uncfsu.edu/)


VI. COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Integrate knowledge, values, and skills learned in the classroom with the field experience.

2. Demonstrate knowledge and understanding of how social welfare policies shape agency policies and his/her role in agency policy implementation.

3. Demonstrate understanding of the agency’s mission, goals, programs and services and its relationship in the community human service networks.


5. Demonstrate the ability to use critical thinking and make use of the problem-solving approach in generalist social work practice.

6. Demonstrate a commitment to the ethics and values of the social work profession, including a commitment to social and economic justice to alleviate poverty,
discrimination, and oppression in rural and urban settings.

7. Apply generalist social work perspective with all client systems.

8. Demonstrate increased sensitivity, knowledge, and skills necessitated for intervention, assessment, and evaluation of client systems emerging from diverse populations to include, age, class, gender, ethnicity, family structure, race, and sexual orientation.


10. Demonstrate commitment to the National Association of Social Worker’s Code of Ethics.

11. Demonstrate effective use of ethical decision-making and respond constructively to ethical dilemmas in the agency.

12. Demonstrate the ability to work effectively within agencies and organizations, maximizing the effective use of self and of practicum supervision.

13. Develop and participate in the use of active listening skills.

14. Demonstrate initiative and commitment for continued learning and professional development.

15. Understand the needs of the military families and dependents.

VII. RELATIONSHIP TO OTHER SOCIAL WORK COURSES

The foundation placement courses integrates Knowledge, skills and values from each foundation social course to include social welfare policy, research, human behavior and the social environment and social work practice. Vertically, students have taken liberal arts, humanities, social and behavioral sciences and human biological sciences. Horizontally, students are enrolled in foundation courses that strengthen knowledge, skill and values that are used for conceptualizing and intervening with various client systems in field placement. In this course, students have the opportunity to apply theory to practice utilizing interventions and approaches from micro, mezzo and macro social work practice.

VIII. COURSE OVERVIEW

The field seminars are integrative process-oriented courses that are designed to assist students to synthesize and apply social work classroom learning in their practice in the field. Students will be challenged to think critically and conceptually as they engage in practice in the field agencies.

IX. COURSE EVALUATION and GRADING
This is a practicum and a field seminar course. Direct instructions will be offered by an agency based field instructor who will provide specific learning experiences tailored to the needs of the student and the resources of the agency. The seminar class will use a variety of instructional methods and strategies and will be facilitated by the faculty seminar leader. Attendance and participation are critical to the success of field practicum and seminar. Attendance is considered a prerequisite to participation and a crucial aspect of the growth and learning of each student. Evaluation of the level and quality of participation may be incorporated into the total grade. Student performance in the field placement is evaluated by the agency field instructor midway through the placement and again at the completion of the placement. The student’s grade is determined through the collaborative efforts of the faculty seminar leader’s evaluation of the student in class, the student’s field performance, evaluation by the agency field instructor, and the evaluation of the faculty liaison.

X. METHODS of EVALUATION

All Students are required to complete 230 clock hours in the assigned placement agency for a total of 460 hours for the year. Students are required to complete the practicum two days in the assigned agency on Tuesdays and Wednesdays. The field course grades are Pass/Fail. It is the responsibility of the faculty field liaison to assign grades based upon the agency field instructor’s written evaluation and completion of all other field requirements (see manual).

A grade for field will not be assigned without receipt of all required documents and an evaluation by deadlines indicated in course syllabi and field calendar provided at the beginning of the academic year.

To receive a Pass grade a student must:

1. Meet the academic requirements and prerequisites for Field Education;
2. Earn a satisfactory Final Student Evaluation by Field Instructor;
3. Submit all field practicum assignments and field documents by the specified due dates;
4. Attend all required field seminar classes;
5. Demonstrate professional and ethical behaviors in the practicum agency and in the classroom.
The following are elements considered in evaluating your participation:

a – Are you a good listener?
b – Do you contribute to the learning environment by sharing your relevant experiences and those you read about?
c – Do your comments show evidence of thorough analysis?
d – Do you ask constructive questions that help to deepen everyone’s understanding?
e – Do you distinguish between different kinds of data (i.e., facts and opinions)?
f – Are you willing to share ideas and information in a collegial fashion?
g – Are you willing to test new ideas, or are all comments “safe” (e.g., a repetition of the case facts without new insights)?
h – Are you willing to interact with other class members to help refine ideas?
i – Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
j – Do your comments incorporate concepts presented in previous sessions?
k – Do you make your points succinctly?

The assigned faculty field liaison will conduct two or more in-person conferences with the agency field instructor during the placement period. The faculty seminar leader may also serve as the field liaison for students who are in practicum.

COURSE REQUIREMENTS:

In seminar, students are expected to:

- Attend all seminar class sessions and be prepared to discuss required readings. Attendance is mandatory. If, for a special reason, a student must miss a scheduled class, he/she must notify the seminar leader directly prior to the scheduled seminar and make arrangements for submitting journal entries and any other assigned work. Experiential exercises conducted during the seminar class cannot be made up. Any students missing more than two (2) seminar classes over the school year will be expected to write a 10 or more page conceptual paper assigned by the faculty seminar leader.

- Maintain a written journal log of field experiences, personal reactions, issues and concerns, professional identity shifts, and reflections on personal educational experience; with a concentrated focus on consumers in rural and urban settings. Include in the journal log, entries concerning social policies, multicultural practices, race, ethnicity, class, gender, religion, disability, and sexual orientation as presented in the agency, and during class analyses. Engage in reflective writing and self-awareness to include issues and concerns of social and economic justice and oppression. Turn in journal entries from the previous week each time field seminar meets.
• Complete an oral agency case presentation (dates to be assigned).

• Demonstrate highly critical thinking and reflection concerning field situations and field related personal issues as evidenced in group interactions and discussions and journal entries.

• Initiate a progressive process recording.

• Begin the interviewing process through active participation in role-playing.

**In field placements, students are expected to:**

• Read the Field Placement Manual and follow all policies and procedures contained in the manual.

• Complete a Learning Contract in consultation with their field instructor. The Learning Contract is due immediately after the first month of field.

• Be reliable and responsible about field hours. Discuss any changes ahead of time with field instructor and notify field instructor immediately of any absence from field.

• Document all hours spent in field (250 hours are required for practicum I).

• Complete all required field placement evaluations.

• Practice in a manner consistent with the NASW Code of Ethics.
### COURSE OUTLINE:

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<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Activities &amp; Other Readings</th>
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<tr>
<td>Session 1</td>
<td>Overview of course requirements, practicum and guidelines</td>
<td>(Obj. 2, 4, 13, 14)</td>
<td>Field Placement Manual &amp; Guidelines</td>
<td>Classroom discussions, journal entries, class participation, experiential exercises, group activities, process recording, workbook activities Review learning contracts, Case presentation</td>
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<td>Session 2</td>
<td>Chapters 1 &amp; 2 (Garthwait) The Purpose of Practicum, Agency, &amp; Student Expectations Chapter 6 (Cournoyer) Beginning</td>
<td>(Obj. 1, 2, 3, 9, 10, 13, 14)</td>
<td>In class exercises</td>
<td>Classroom discussions, journal entries, class participation, experiential exercises, group activities, process recording, workbook activities Review learning contracts, Case presentation</td>
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<td>Session 3</td>
<td>Chapters 3, 4 &amp; 5 (Garthwait) Planning to Learn, Getting Started &amp; Using Supervision</td>
<td>Obj. 1, 2, 3, 8, 9, 10, 11, 12, 13)</td>
<td>In class learning exercises, Case examples, Video Safety in the Work Place (Role Playing) Berg-Weger, M. &amp; Birkenmaier, J. (2000). Chapter 1: Getting Started in Your Social Work Practice Career</td>
<td>Classroom discussions, journal entries, class participation, experiential exercises, group activities, process recording, workbook activities Review learning contracts, Case presentation</td>
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<td>Session 4</td>
<td>Chapter 6 (Garthwait) Client Systems: The Recipients of Service Chapter 4 (Cournoyer) Talking and Listening: The Basic Interpersonal Skills</td>
<td>(Obj. 1, 4, 5, 6, 7, 8, 9, 10)</td>
<td>Royse, D., Dhooper, S. &amp; Rompf, E. (2003) Chapter 6: Client Systems: The Recipient of Services, Case Examples (Role Playing)</td>
<td>Classroom discussions, journal entries, class participation, experiential exercises, group activities, process recording, workbook activities Review learning contracts, Case presentation</td>
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<td>Session 5</td>
<td>Field Placement Agencies</td>
<td>(Obj.1, 2, 3, 6, 7, 8, 9, 10, 11, 13)</td>
<td>Agency Oral Case Presentations</td>
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<td>Session 7</td>
<td>Chapter 9 &amp; 12 (Garthwait) The Community Context of Practice, Diversity</td>
<td>(Obj. 1, 2, 3, 4, 8, 12, 13, 14)</td>
<td>Exercises – The functions of community and Your field agency network</td>
<td>Classroom discussions, journal entries, class participation, experiential exercises, group activities, process recording, workbook activities Review learning contracts, Case presentation</td>
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Assignments

Oral Agency Analysis Presentation (Objectives 1, 2, 3, 4, 5, 7, 8, 9, 10)

This presentation and research is intended to help students better understand the purpose, function, and structure of the placement agency. The major objectives of the assignment are to identify and present a.) the philosophy and mission of the agency, b.) the consumer population served, (particularly military, rural and urban consumers) c.) the requirements and criteria for eligibility to receive services, admissant into the agency program, d.) the referral process e.) what constitutes termination of services f.) how the student’s assigned program fits into the overall agency function g.) funding sources h.) linkage to community resources i.) community and political influences (e.g. economic and social justice issues, oppression) which impact delivery of services j.) and agency procedures for evaluating outcomes and monitoring for the quality of service delivery.

Process Recording (Objectives 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13)

This assignment is for the purpose of giving the student a method or writing about the interactions between the social worker and client during the process of intervention. Process recording is an actual case record which begins with a face sheet of demographic information and relevant social, environmental, economic, and physical factors. Following the face sheet are a.) a brief description of the presenting problem, b.) statement of goals, c.) barriers for achieving those goals, d.) identified means for achieving those goals, and e.) a contract between the social worker and client. The student will then record all contacts with the client. The student is required to initiate a progressive building process recording; beginning in Seminar I and concluding in Seminar II.

Journal/Log (Objectives 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14)

This journal/log allows the student to connect what is being learned in the classroom to what is being experienced in the field practicum placement setting. Each student is required to prepare and maintain a journal/log utilizing the following format: a.) weekly activities b.) personal reactions/ feelings c.) social work values applied d.) personal values that impeded or enhanced service e.) express observations of how sociocultural factors impacted the client’s responses/reactions and interactions with the helping system. f.) describe personal interactions to the client based on a personal world outlook. This journal/log will be read by the seminar faculty weekly.
This syllabus is subject to change as needed throughout the semester. If revisions are needed, the instructor will distribute a written amendment to the syllabus.

**TEACHING STRATEGIES:**

Teaching strategies for this seminar course will include group and individual class discussions, oral student presentations, experiential exercises, role plays, written assignments, assigned readings and visual analysis exercises.