Locator Information

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Course #: SWRK 585</th>
<th>Credit Hours:</th>
<th>Meeting Time:</th>
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<tbody>
<tr>
<td></td>
<td>Course Title: Social Work Field Instruction II</td>
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<tr>
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<td>Contact Hours: 14.7</td>
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<thead>
<tr>
<th>Meeting Location</th>
<th>Instructor:</th>
<th>Office Phone:</th>
<th>Support Staff Phone:</th>
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<tr>
<td></td>
<td></td>
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<td>(910) 672-1210</td>
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<tr>
<th>Fax #:</th>
<th>Email:</th>
<th>Office Location:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>910-672-1755</td>
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Students may also be seen by appointment: You may schedule an appointment by calling or emailing the professor or Ms. Ham, the BSW Administrative Support Associate and making a request.

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 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:

This course is the second of two courses that constitute the foundation placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their concentration. During this foundation placement, students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping students further develop understanding of knowledge, skills, self awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban setting.
This is a first year, master level Field Placement Seminar Course, which students take concurrently with Field Internship.

A. RELATIONSHIP TO OTHER SOCIAL WORK COURSES:

The foundation field placement course integrates knowledge, skills and values from each foundation social work course to include social welfare policy, research, human behavior and the social environment, and social work practice. Vertically, students have taken liberal arts courses in the arts, humanities, social and behavioral sciences and human biological science. Horizontally, students are enrolled in foundation courses that strengthen knowledge, skills 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.

B. 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.

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 TEXTBOOK:


Fayetteville State University, Fayetteville, NC.

SUPPLYMENTARY TEXT:

Royse, David, Surjit, Dhooper, and Elizabeth Rompf. (2010). *A guide to social work*

Additional readings will be provided in the classroom, electronic reserve, or on Blackboard.

**COURSE OBJECTIVES:**

Students will:

1. Critically evaluate implementation of field placement agency policy and procedures.
2. Demonstrate ability to coordinate services between agency and other social service agencies in rural and military settings to enhance client functioning.
3. Demonstrate ability to apply, integrate and synthesize classroom theories and knowledge in the agency and within the context of community human service networks.
4. Demonstrate competence in working with client systems in relation to client engagement, planning, developing, assessments, intervention and evaluation that reflect sensitivity to human diversity.
5. Demonstrate self awareness in the process of providing intervention, including examining commitment to social work values, ethics, social and economic justice, delivery of services to at risk populations.
6. Demonstrate understanding of the forms and mechanisms of poverty, oppression and discrimination in a multicultural society, and apply strategies of advocacy and social change.
7. Demonstrate proficient use of oral, written, technological skills that are consistent with the agency and the social work profession.
8. Demonstrate ability to effectively use supervision and other resources for continued professional development in knowledge, skills and values of the social work profession.

**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 Seminar Faculty and/or Director of Field Education. 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. Assignments and grades are determined by the faculty seminar leader as well as the evaluation of the student’s field performance by the agency field instructor. A faculty field liaison will confer with agency field instructor at least one or more, in person conferences per placement period. The faculty seminar leader may also be the field liaison for students who are in practicum.

**COURSE REQUIREMENTS:**
In seminar, students are expected to:

- Attend all seminar 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 before the seminar and make arrangements for submitting journal entries and any other makeup work. Any students missing more than two (2) seminar classes over the school year will be expected to write a 10 page or more conceptual paper assigned by the faculty seminar leader.

- Keep a written journal of field experiences: personal reactions, issues and concerns, professional identify shifts, along with reflections on their educational experiences, paying particularly attention to consumers in rural and urban settings. Including entries concerning social policies, multicultural practices, race, ethnicity, class, gender, religion, disability, and sexual orientation. Issues and concerns of social and economic justice and oppression must be part of reflective writing and self-awareness analysis. Turn in journal entries from the previous two weeks each time field seminar meets.

- Complete a “Progressive Process Recording”: Demonstrate highly critical thinking and reflection concerning field situations and field related personal issues (self-awareness) as evidenced in group interactions and discussions and journal entries.

- Identify a Social Problem in your agency and complete a Social problem action paper and corresponding policy. Include an assessment of the social problem and policy in a manner that will provide an opportunity to practice problem solving and professional social work actions.

- Begin the interviewing process through active Listening and participation in role-play.

In field placements, students are expected to:

- Read the Field Instruction Manual and follow all policies and procedures contained in the manual.

- If there is a “Change in Placement” or beginning “Block Placement”, complete a “Change in Placement Request Form” and a “New Learning Plan”.

- 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 (230 hours required for Practicum II).

- Complete all required field placement evaluations.

- Practice in a manner consistent with the NASW Code of Ethics.

Each student is expected to read the “Special Instructions Guide” attached to the syllabus

COURSE OUTLINE:
<table>
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<tr>
<th>Sessions</th>
<th>Course Objectives</th>
<th>Activities &amp; Other Readings</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Overview of course requirements, practicum and field guidelines and Policy Action Paper. (Garthwait) Ch. 6 Personal Safety</td>
<td>(Obj.1, 2, 4, 13, 14) Field Placement Manual &amp; Guidelines</td>
<td>Journal entries and Workbook activities Adding to written learning goals and learning contracts</td>
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<tr>
<td>Session 2</td>
<td>(Garthwait) Ch. 7 Communication (Garthwait) Ch. 8 - The Agency Context Practice</td>
<td>(Obj. 1,8) Developing communication skills, cultural diversity &amp; HSBE exercises Video</td>
<td>Journal entries and Workbook activities Class Participation, Role Play, Group activities, Agency Placement and case reviews</td>
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<td>3</td>
<td>(Obj.(1, 3, 4, 7, 8))</td>
<td>Journal of Teaching in Social Work, 12, 175-193.</td>
<td>Video</td>
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<td></td>
<td>(Cournoyer) Ch 2 - Professionalism</td>
<td>Video</td>
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<td>(Obj.3, 4, 5, 6, 7, )</td>
<td>Video</td>
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<td>(Garthwait) Ch.12 - Diversity</td>
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*Video entries, class discussion, class discussion & in class assignment, Journal entries and discussions on identifying at-risk population and value and ethical conflicts Case examples (poverty/social/economic discrimination)*
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<td>Session 6</td>
<td>(Cournoyer) Ch. 7 – Exploring Ch. 8 – Assessing Processing Recording</td>
<td>(Obj. 2,3,5,6,7,8) Social work Skill Development Exercises Process Recording Review Video</td>
<td>Work book activities, discussion, case agency/client/case concerns review, Journal entries, role-play, Group participation/presentation assignments.</td>
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<tr>
<td>Session</td>
<td>(Garthwait)</td>
<td>(Cournoyer)</td>
<td>In class exercises</td>
<td>Written analysis due, Small group and class discussion/presentations, Journal entries</td>
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<td>7</td>
<td>Ch. 9 – The community Context of Practice</td>
<td>Ch. 9 – Contracting</td>
<td>Social work Skill exercise Video analysis</td>
<td>Classroom Discussions, Journal Entries, Journal entries, Group Exercises, Process Recording due, case discussion/experiences</td>
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<td>Ch. 10 – Working &amp; Evaluating</td>
<td>Ch. 11 – Ending</td>
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<td>Review all Required Documentation for completeness</td>
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<td>DUE:</td>
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<td>Evaluations, Process Recordings, Analysis Paper</td>
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<td>Session</td>
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<tr>
<td>8</td>
<td>Evaluations, Process Recordings, Analysis Paper</td>
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<td>Presentations</td>
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<td>MAKE UP FIELD DAYS</td>
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<td>LAST DAY of CLASSES FOR THE SEMESTER</td>
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ASSIGNMENTS:

General Assignments for Social Change and Social Justices: (Optional)

(“Solutions for a better world”) These assignments are designed to measure student progress on the learning objectives of this course.

Students must complete three assignments emphasizing commitment to strategies that support sustainable social change and social justice. The assignments may be (done individually or in small groups) a paper or project dealing with such ranges of issues as listed below:

a. Impact of environmental conditions such as class, poverty, oppression and discrimination on the promotion and inhibition of behavior and development.

b. Essential features of social work practice in the military community.

c. A paper exploring all dimensions of critical thinking and their application in any range of social work practice.

d. A paper analyzing and evaluating questions of African Americans in this country. You must present evidence and conceptual structures; Must show proficiency in recognizing implications, identifying assumptions, and reasoning within divergent points of view.

e. The common problems and concerns encountered by persons at life cycle stage and begin to identify needed social work interventions and treatment.

f. Relevant, valid and reliable scholarly chapters or articles that integrates social work values with social work practice

g. A project or campaign on planning and strategy for development of public relations of social workers to serve at –risk populations (system where the quality of life is threatened). Student may produce brochures, stickers and posters. They may plan media campaigns for radio, TV and print.

h. Integrate social work practice experience with knowledge.

i. Select a hypothetical social problem and analyze the effect of policies on social work practice.
I. **PROCESS RECORDING** (Objectives 1, 2, 3, 4, 7)

Select one of your consumer or family system in your field agency to interview and complete a progressive recording of the sessions. This recording will record verbatim the interaction between the student and the consumer in services at the placement agency during each session of the helping process. The process recording is a valuable tool to help evaluate how the student is applying the foundation skills, knowledge, ethics and values to practice. It is also helpful in assisting the student in developing an awareness of self in the process of interviewing, assessment and intervention. The 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/objectives, c) barriers for achieving those goals, d) identified means/strategies for achieving those goals, e) a contract between the social worker and the client, and g) recordings of each contacts with the client until ending social worker/client relationship. The student is to complete this process recording with the realms of agency policies and procedural guidelines.

II. **SOCIAL PROBLEM ACTION PAPER** (Objectives 2, 3, 4, 5, 6, 7, 8)

Students are required to utilize the social problem (e.g., child abuse) identified in the policy analysis paper that your agency addresses. Students are to assess the problem referred to in the analysis paper in regards to either objectives two, four or six of the syllabus and develop an action plan to help resolve the problem. Include some means of evaluating the outcome (success & what is needed) of your project.

III. **JOURNAL LOG** (Objectives 1, 3, 4, 5, 6, 7, 8)

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 delivery, e.) express observations of how socio-cultural factors impacted the client’s response/reactions and interactions with the helping system, f.) describe personal interactions to the client based on a personal world view/outlook. The Journal log will be read by the seminar faculty following each session and discussed in the next class session.

**TEACHING STRATEGIES:**

This is a graduate process oriented seminar class in which students share experiences about social work, knowledge, values and skills of the profession. Group and individual class discussions, oral student presentations, experiential exercises, written assignments, assigned readings and visual analysis exercises will be the basis of the learning experience in this course.
Policy on Disabilities: Any student with a documented disability condition (e.g., learning, physical, emotional/psychiatric, vision, hearing, etc.) who need to arrange reasonable accommodations must contact their field instructor and The University Center of Personal Development Director at (114 Collins, 910-672-1204) prior to the beginning of their placement.

Professional Conduct:
Social work students pursuing the MSW degree must recognize that they are preparing for a career in professional service to others. Instructors will evaluate students’ progress based on academic as well as professional performance. Please see the information below regarding professional performance.

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- Leaving in and out of class
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distracting talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence
Classroom Etiquette

1. Students are expected to arrive to class on time.
2. Students may not leave or prepare to leave until dismissed by the instructor.
3. Students are not permitted to sleep in class.
4. All cell phones will be turned off upon entering the classroom, and will remain off until the class is dismissed by the instructor.
5. Students may not use, view, answer, or check cell phones while in class.

Class Policy Presentation

During your presentations, you should provide a visual, oral and written presentation of the your policy change, outlining and explaining the most salient points. Power points are always impressive and expected. Remember you need to focus on the social services that deal with the social problems presented. You must allot time for questions and answers.

Each student presenting is expected to dress in business casual attire. Jeans, denim, sagging pants, excessive cleavage, exceptionally short skirts, tight fitting skirts, leggings and belly shirts are not a part of business casual dress. Business casual includes both a jacket and skirts or pants, or a dress and jacket for females, and the attire for males would include dress shirt with tie or polo shirt with slacks and a jacket. There are no exceptions on this dress requirement. The instructor will not caution you on your dress. If the presenters are not dressed in alignment with the requirements as described above, it will be reflected in your assessment with the department.