LOCATOR INFORMATION:

Course Number and Name:  SWRK 655 Social Work Field Instructions IV  
Semester Hours of Credit:  4 s.h.  
Day/Time Class Meets:  
Location:  
Instructor’s Name:  
Office Phone#:  
Admin Office:  
Fax:  
Email Address:  
Office Location:  
Office Hours:  

COURSE DESCRIPTION:

This course is the final of two field seminar courses that constitute the advanced placement in student’s area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During advanced placement students are in the field for 250 clock hours each semester. This amounts to three full days a week and 500 hours for the school year. Students are assigned to social services agencies and supervised by experienced professionals. The field practicum is offered concurrently with the seminar class. The field practicum, seminar class, and assignments are consistent with students’ chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organization.

This is a required second year, master level Field Placement Seminar Course which students take concurrently with field practicum.

Course Overview:

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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. The field content is comprised of 250 hours during each semester for a total of 500 clock hours for the year in an agency setting. The seminar class meets concurrently in the classroom.

RELATIONSHIP TO OTHER SOCIAL WORK COURSES:
The advanced field practicum sequence continues to reinforce learning, knowledge, skills and values from the foundation social work courses of social welfare policy, research, human behavior and the social environment, multicultural social work and social work practice. Students apply fundamental social work skills and theories to their specialized work with families and children or mental health and substance abuse in the processes of engagement, assessment, intervention and evaluation.

Vertically, students have taken liberal arts courses in the arts, humanities, social and behavioral sciences and human biological science. Horizontally, students completed foundation courses that strengthen knowledge, skills and values used for conceptualizing and intervening with various client systems in field placement. In advanced social work courses, students have the opportunity to apply theory to practice utilizing interventions and approaches from micro, mezzo and macro social work practice.

**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: [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**REFERRED to TEXTS:**


Additional supplementary readings may be placed on reserve and electronically in the Chestnut Library under Dr. Chavis’ and/or Dr. Harvey’s names. Readings may also be provided on the web and Blackboard.

**COURSE OBJECTIVES:**
At the conclusion of this course, students will:
1. Demonstrate ability to critically, purposefully and consistently use theoretical frameworks, which support client engagement, assessments, practice interventions, evaluation, and termination.
2. Demonstrate purposeful and consistent application of evidence based practices, best practices, and promising practices with diverse populations with particular attention to ethical dilemmas, oppression, and economic and social justice.
3. Demonstrate ability to work collaboratively with colleagues and other professionals.
4. Demonstrate knowledge, skills, values, and leadership to advocate for diverse client groups in order to promote equity and access to resources.
5. Demonstrate use of oral, written, and technological skills that are consistent with their practicum and the social work profession.

COURSE REQUIREMENTS:

This course is designed as a seminar class. Student Expectations:
Please bring to every class any notes, journal articles, book chapters and etc., that explain theories which you have studied or should have studied or think you will study. We will refer to the theories as the basis/foundation for our working with clients on all levels: micro, mezzo or macro. Sometimes the case will necessitate intervening on all three levels.

- 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 makeup work. Any students missing more than ONE (1) seminar class over the semester is expected to meet with the faculty seminar professor.
- Complete a Learning Contract/Plan, if completing a Spring block placement; there has been a change in placement, or the need for revisions to the original Learning Plan as soon as possible but no later than \{Date\} in consultation with the field instructor. Develop the contract from an assessment of personal and professional goals, pertaining to area of specialization and the agency’s expectation. The objectives and assignments are mutually agreed upon from the student’s comprehensive and self-awareness assessment. The learning contract/plan is negotiated and reviewed by the field instructor and student. A signed copy of the contract is to be turned by the end of the fourth week of placement \{Date\} to the seminar professor and the faculty field liaison.
- Complete two (2) Process Recordings in your field placement agency. Process Recordings must be discussed, reviewed and signed by the field instructor/task supervisor and turned in to the faculty field liaison (see the Field Education Manual). These are mandatory assignments and passing the course is contingent upon completion of assignments.
- Process Recording due dates: \{Date\}
  - \{Date\}
- Demonstrate highly critical thinking and reflection concerning field situations and field related personal issues (self-awareness) as evidenced in group interactions and discussions.
- Group Role Play Exercise: Evaluation and Termination/Transition. Role plays will be conducted during class. Be prepared to present role-playing activities in class.

Student Expectations in Field:
- Read the Field Education Manual and follow all policies and procedures contained in the manual.
• The following reports are mandatory: the MSW Monthly Reports are to be turned in to the field seminar instructor by the 5th of each month. A copy of the MSW Monthly Statistical Report is to be turned into the seminar instructor by the first meeting of the month, who will forward a copy to the Director of Field Education.

• Be reliable and responsible to fulfill required field placement hours. Discuss changes ahead of time with field instructor and notify field instructor immediately of any absence from field. **Make up any missed field time prior to the ending of the semester. All changes require written approval of the filed instructor and field liaison. (Reference Field Manual,). !!!

• **Have Field Instructor complete the Student Performance Evaluation (see Field Manual).** Provide a sealed signed copy to the seminar instructor before the ending of the final class on 04/28/14.

• Adhere to and follow the work and holiday schedule of the Field Placement Agency and refer to the *Field Education Manual.*

• Document all hours spent in field, 250 hours are required for each semester for a total of 500 hours for the final year of Field Placement. Turn in a signed Documentation of Hours Form at the conclusion of each semester of field to the Seminar Teacher (*Field Education Manual* for further instructions) on the final day of class (4/28/14).

• Complete the student evaluation of field education at the end of the year and provide a copy to the Field Liaison to be forwarded to the Director of Field Education at the conclusion of the last class and school year (4/2014).

• Complete all other required field placement forms and turn in before November 25, 2009.

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

**COURSE OUTLINE:**

The first part of each class will be devoted to any issues or concerns the student may have regarding field. Students are expected to bring to each class a significant event card (5 x 8 index card). Students will write out any significant issue (s)/concern (s) (positive/negative) which have occurred since the previous meeting. The cards are to be turned into the professor at the beginning of class. The card will include the event, your feelings about the event and what you learned from the event.

The second part of each class will be devoted to case presentations. Be prepared to present a case in each class. This may include cases or any student interactions in the field placement. The course outline is subject to change.

**Class Dates:**
**Assignments:**
**Process Recordings (Objectives 1, 4, 5,)**
Students will complete one (1) process recording.
Students will complete process recordings of a segment of their interviews concerning ethical dilemmas, oppression or social and economic justice concern. This recording will record verbatim the interaction between the student and the client in services at the placement agency during the helping process. The process recording is a valuable tool to help evaluate how the student is applying advanced skills, knowledge, ethics and values to practice. It is also helpful in assisting the student in continuing in the development and awareness of self in the process of interviewing, assessment and intervention. In this exercise students will use and oral and written professional communication that is consistent with the language of the practicum setting. The student will have an opportunity to evaluate both the efficacy of their interventions and the use of self in the process. There will be four categories in which the student will record information. They are 1) what the consumer said, 2) what the student intern said in response, 3) what the student intern was feeling and thinking during the interaction, (for e.g. re: values reaction to clients either help or hurt the process) 4) the effectiveness of the interaction and alternative responses which might have produced a more desirable outcome (see Field Education Manual).

The 1st process recording will focus on the engagement and contracting process. The recording is due {Date}

The second process recording will focus on the intervention process. This recording is due: {Date}

The written assignments must be free of errors.

Group Role Play (Objectives 1, 3, 4, & 5)

There maybe be a group role play exercise focusing on intervention and termination/transition. Additional information will be provided during class and on Blackboard.

ASSIGNMENTS: Promptness in completion of assignments and assigned readings is suggested and required. Field seminar students are expected to contribute to class discussion and be prepared for class. Preparation includes reading the assigned readings prior to class, being attentive during class and discussion, including agency field placement problems and solutions in a confidential manner.

WRITTEN WORK: Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors. All assignments must be typed, doubled-spaced, and include a titled page. Papers written from sources must include citations following the APA style of writing in the Publication Manual of the American Psychological Association, 5th edition (2001). The following web sites provide helpful information:

http://library.concordia.ca/faqs/apa.pdf (APA Style for general citations)
CLASS BEHAVIOR: Cell phones are a major disruption to the learning process and must not be in use or turned on during class.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
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 (910-672-1204) prior to the beginning of their placement.

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, experimental exercises, written assignments, assigned readings and visual analysis exercises will be the basis of the learning experience in this course.
Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This is a web enhanced course.

This is a pass/fail course: students will be evaluated upon the quality of their participation and the depth of their appropriate knowledge, skills and attitude.