

COURSE SYLLABUS

Social Work 709 FOUNDATION FIELD AND SEMINAR I

Term:

Instructor:

**Social Work Department
University of Wisconsin Oshkosh**

SW Office:

Office Hours:

Email:

Course Format & Dates:

Course Location:

Class Time:

I. COURSE DESCRIPTION

UNIVERSITY BULLETIN DESCRIPTION

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice.

II. TEXTS

Required:

Department of Social Work Field Manual, posted on D2L and here:

<http://www.uwosh.edu/socialwork/uwo-department-of-social-work-field-manual>

Garthwait, *The social work practicum: A guide and workbook for students*. New York: Pearson.

NASW. (r2008). *Code of Ethics*, 17. Retrieved from

<http://www.socialworkers.org/pubs/code/code.asp?print=1&>

Walsh (2002) Structured process recording: A comprehensive model that incorporates the strengths perspective. *Social Work Education*, 21(1), 23-34. DOI: 10.1080/0261547012106997

III. MSW PROGRAM GOALS

1. Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond.
2. Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services.
3. Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well being.
4. Engage in teaching, research, and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well being of those in need.

IV. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Through completion of this course, the student should be able to:

Educational Policy & Accreditation Standards Competency	SW Practice Behaviors	Assignments/Activities
1. Demonstrate ethical and professional behavior	<p>1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>1.2 use reflection and self- regulation to manage personal values and maintain professionalism in practice situations;</p> <p>1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	NASW Code of Ethics, Self-Assessment Activity, CSWE Competencies, CSWE, EPAS, Planned Learning Activity, Complete Learning Contract as per UWO MSW Handbook, Chs 1, 4, 12 Garthwait, Field logs

	<p>1.4 use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>1.5 use supervision and consultation to guide professional judgment and behavior.</p>	
<p>2. Engage difference and diversity in practice</p>	<p>2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Garthwait ch 5, 2,10, 11, 14 Field Logs, Self-Awareness Activity, Multidisciplinary workplace readings and discussion</p>
<p>3. Advance human rights and social, economic, and environmental justice</p>	<p>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p>	<p>Garthwait ch. 2, 10, 11, 12, field logs, Policy Scavenger Hunt</p>

	<p>3.2 engage in practices that advance social, economic, and environmental justice.</p>	
<p>4. Social workers engage in research-informed practice and practice-informed research</p>	<p>4.1 use practice experience and theory to inform scientific inquiry and research;</p> <p>4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Garthwait ch. 2, 10,11, 14, field logs, Policy Scavenger Hunt, Examples to Consider Activity, Standard Assessment Activities</p>
<p>5. Engage in policy practice</p>	<p>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>5.2 assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Garthwait ch. 10, 14, Field Logs, Policy Scavenger Hunt,</p>

<p>6. Engage with individuals, groups, families, organizations, and communities</p>	<p>6.1 apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Garthwait ch. 4, 5, 10, 14, Field Logs, Standard Assessment Activities, Examples to Consider Activity</p>
<p>7. Assess individuals, groups, families, organizations, and communities</p>	<p>7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>7.2 apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p>	<p>Garthwait Ch. 5, 10, 14, Brashears, 21995, Field Logs, Reamer Ch. 3, Ethical Decision Making Exercises, AAMF, ACA Codes of Ethics Reading and Discussions, Assess clients in the context of practicum in collaboration with field instructor</p>

	<p>7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	
<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p>8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>8.2 apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Garthwait Ch. 10, 14, Brashears, 1995, Field Logs, Attend regular supervision with Practicum Field Instructor, Intervene with clients in the context of field setting in collaboration with field instructor</p>
<p>9. Evaluate</p>	<p>9.1 select and use</p>	<p>Garthwait Ch. 3, 10, 14, Field</p>

<p>practice with individuals, families, groups, organizations, and communities</p>	<p>appropriate methods for evaluation of outcomes;</p> <p>9.2 apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Logs, Brashears, 1995, Attend supervision at least one hour per week with field instructor, evaluate assessment and intervention with clients in the context of field placement in collaboration with field instructor,</p>
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V. COURSE STRUCTURE AND FORMAT

This course has two components. The first component is the agency-based Internship, which requires students to intern in one agency for two semesters (spring and summer). Students will complete 18 hours a week over a period of 17 weeks during the spring semester. The second component is the Field seminar, which occurs on campus for one hour each week. Students will complete a total of 306 internship hours at the agency and 17 hours in seminar. Students evaluate themselves and are evaluated by the agency Field supervisor and the Field instructor regarding their social work practice competency. Students should be able to demonstrate that they are developing competency in all areas by the end of the spring semester. Students must complete all 306 Field hours in the agency and will be required to make up any hours missed in the seminar.

VI. COURSE POLICIES

All Field Internship policies are noted in the Field Manual and students are responsible to be familiar with these expectations.

As noted above all required hours must be complete in order to pass the course. Students must demonstrate that they are developing competency in all practice areas in order to pass the

class. Following spring break students should be able to demonstrate their ability to work independently with clients and begin to develop a small caseload.

Written Work

Expectations for written work include writing in non-sexist, non-racist, non-stigmatizing language. While there is no completely perfect way to accomplish this, some useful guidelines follow (Kreider, J. (n.d.). University of Kansas, School of Social Welfare):

- When referring to an unknown person of either gender - instead use s/he; her/him or they;
- When referring to ethnic and racial groups, use the language that is presently acceptable to that group;
- When referring to people who have intellectual, cognitive or emotional challenges, are homeless, etc., write in a way that does not stigmatize them. Avoid using terms like “the mentally ill” or “the homeless” or “the disabled” as these terms tend to provide us with a picture of a homogeneous group that is defined by some problem rather than as people who have certain characteristics.
- Use good judgment and become sensitive to the nuances of language.
- Write clearly and concisely as possible. To accomplish this, first write an outline and/or draft, then read over what is written, then edit, and rewrite. Is what is written clear? Is it communicating exactly what is meant?
- Use examples and illustrations to clarify major points made. If uncertain about clarity, ask someone to read the work.
- Always proofread your papers and correct errors.
- Use correct citations and references to support your statements (APA format).
- References are expected for each piece of written work or oral presentation(s).

Assignments and Percentage of Overall Course Grade/Grading SW 709 is graded on a Pass/Fail basis. Students must earn the equivalent of a grade of “**B**” (**85%**) or better in order to successfully pass this course. Eighty percent of the grade will be based on performance at the social service agency. The other 20% will be based on seminar activities and required assignments.

Internship and Seminar Schedule

Students are expected to develop and maintain a **regular schedule** comprised of 18 hours a week at their field agency over 17 weeks of the spring semester. Students may be allowed to begin the SW 709 Field placement during the January Interim session and continue accruing hours through the spring break, but must complete a minimum of 14 hours weekly. This arrangement must be approved in advance per the policies stated in the Field Manual. The Internship schedule should not conflict with other required course work; it should meet agency needs, and allow students, whenever possible, to attend staff meetings and other essential agency functions. Completion of routine agency paperwork and case documentation

is also required. Students will attend a weekly one-hour seminar (17 hours), which provides an opportunity to discuss learning applied in the agency setting, problem-solve challenges, and support peers. Attendance at the seminar is required. Students will be required to make-up any missed seminar hours.

VII. COURSE ASSIGNMENTS AND STUDENT EVALUATION

Seminar Attendance and Participation

Student engagement in the Integrative Seminar will account for 8% of the grade. Students are required to attend all seminar sessions, actively participate, complete assignments with a grade of B or better, and demonstrate leadership during discussions. All absences must be made up via additional assignments and not in the Field placement.

Class Participation: Social Work requires professionals to be engaged, assertive and active. Students are expected to read assigned texts, ask questions, answer questions, actively listen to peers and verbally demonstrate their understanding of the course content. Class participation is mandatory and full credit can only be earned by active engagement with peers and the instructor during class sessions. Failure to do this will result in a reduced grade for the seminar requirement.

Student facilitated discussion: each week a student will share an excerpt from their Field log (see appendix A) during the Seminar. Students are responsible to protect client confidentially and only use the client's first name.

Process Recordings: Students are required to complete two process recordings during the semester (**due week 8 and week 17**). This learning tool requires the student to critique an interview *with a client* by identifying and analyzing thoughts and emotional reactions/responses to the encounter with the client. Social work values and standards are applied as a guideline for this analysis. The Walsh (2002) reading, posted on D2L will inform this assignment. The written process recording should be 4-5 pages in length and include reflection on specific practice competencies, and social work principles of ethical practice. A suggested outline is posted on D2L. (See Appendix B)

Case Presentation: Students will present one case study in seminar class from their case-load. Offering a brief overview of the client demographics, the student will present a summary of the following in a PowerPoint format:

I. Assessment

- Why did this individual/group present to the agency and what the client(s) viewed as their challenges?
- Describe the bio/psych/social/cultural/spiritual assessment factors of this case.
- Did you, as the social worker, identify additional needs? If so, what were they?
- What did the client identify as his/her strengths?
- What strengths did you as the social worker identify in this client?
 - Describe in detail how the following theories could be applicable to your client and this case:

- i. Erikson's theory of psych/social development
- ii. Attachment theory
- iii. Person in Environment perspective
- iv. Cognitive Behavioral Theory

II. Intervention

1. What type of intervention(s) did you offer and how does this relate to evidence-based practice (EVP)?
2. Why did you come to choose this particular intervention?
3. Was the client involved in the process? Why or why not?
4. Discuss the response of your intervention.

III. Outcome and Evaluation

- a. What was the outcome of this case?
- b. How does this outcome relate to the EVP research?
- c. Would you have done anything differently and if so, why?
- d. Describe in a reflection, how you feel about your ability to work with clients.

Field Activities/Learning Contract

Students will identify tasks and activities to be undertaken within their field agency that will support meeting the MSW Foundation Year Competencies. At the start of the semester, the Field Instructor will meet with the student and the Agency Field supervisor to assist in developing the Student Learning Contract (SLC), which is based on these activities. The Completed SLC is **due no later than the end of the 4th week of Field Internship**. A form is provided in the Field Manual.

Field Logs

Students must complete all required hours (306) in the Field in order to pass SW 709. The Field Log provides a mechanism for documenting completed hours and their relationship to practice competency. Field logs must be submitted by the stated due date and include the Field Agency supervisor's signature. Late field logs will result in a reduced grade at the rate of 1% for every day that it is submitted late. Complete Field logs demonstrate maintenance of a regular field schedule, connect experiences and learning opportunities to the practice competencies, and document required field hours (10% of the total grade). Complete Field Logs demonstrate professional practice competency. Students who do not complete all logs will not receive a passing grade in SW 709.

Competent completion of required field hours accounts for 80% of the total grade.

Deficiencies in field hours from one semester cannot carry over into the next semester unless students have received prior approval.

EVALUATION OF FIELD EXPERIENCE

During the final three weeks of the SW 709 Field Internship, the Field Instructor will visit the field Internship agency and meet with the student and the Agency Field supervisor to evaluate the student's practice competency. In preparation for this meeting the student and the Agency Field supervisor will complete the on-line Foundation Field evaluation assessment provided through a Qualtrics Survey link. A rating of 3. "student is developing competency that is approaching that of a beginning level social work professional", or better in all areas of

practice is required at the end of the course. The results of this evaluation will inform the SW 710 SLC and provide guidance for ensuring that the student has a foundation level of competency at the end of the Foundation curriculum.

Evaluation Rating Scale:

- 1: Student does not demonstrate competency; student needs to take initiative to improve practice competency.
- 2: Student demonstrates limited practice competency.
- 3: Student is developing competency that is approaching that of a beginning level social work professional.
- 4: Student demonstrates competency at a beginning level MSW professional.

VIII. SUMMARY OF STUDENT EVALUATION REQUIREMENTS

Learning Contract	2%
Seminar Participation	8%
Field Logs	10%
Field Hours	80%
Total	100%

IX. GRADING

In SW 709 and SW 710 the Field Instructor is evaluating the student’s readiness to practice as a BSW level (Foundation) social worker. Essentially, the instructor is considering whether or not they would be willing to hire the student as a BSW level social worker. A passing grade indicates that the student is developing appropriately and is demonstrating an appropriate level of practice competency. All required field components (i.e.: course assignments like the field logs, field hours, contracting and evaluation documents) must be completed at the level noted in order for the student to receive a “passing” field grade. A “fail” grade would mean that required field components were not met. This could include: did not get a “B” or did not complete the required field hours, did not complete Field Logs satisfactorily, did not engage in contracting or evaluation meeting at the expected professional level and/or evaluation in the Internship demonstrates unsatisfactory progress toward student competencies and the agency Field supervisor, MSW Field Coordinator, and Field Instructor believe that given an additional semester in the field, the student will most likely not be at the level for movement to the advanced year.

X. COURSE AND FACULTY EVALUATION

Students will complete SOS forms at the end of the semester, an evaluation of the Field placement and any other course evaluation forms/materials needed.

TOPICAL OUTLINE AND COURSE SCHEDULE

Dates	Content/Activities	Readings & Assignments
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Session #1	Introductions, review syllabus, Purpose and expectations of practicum	Syllabus, Ch. 1 Garthwait, Self-assessment Activity, p. 8,
Session #2	Implementing a learning plan	Ch. 2 Garthwait, CSWE Generalist Competencies, CSWE EPAS, Planned Learning Activity, p. 25 Field Log due
Session #3	Supervision in social work	Ch. 3 Garthwait, Brashears, 1995 Field Log due
Session #4	Personal Safety	Ch. 4 Garthwait, Reducing the Risk of Harm Activity, P. 49 Field Log due SLC due
Session #5	Professional communication. Who is responsible for the message?	Ch. 5 Garthwait Field Log due
Session #6	What do we mean when we say “diverse?” Cultural Competence; is it the same as engaging diversity?	Ch. 10 Garthwait, Examples to Consider Activity, P. 121 Field Log due
Session #7	The art and science of social work; crossing the divide without crossing the boundary	Ch. 11 Garthwait Field Log due
Session #8	Social Work Ethics, Case presentation	Ch. 12 Garthwait, NASW Code of Ethics, Field Log due Process Recording due
Session #9	Ethical decision making Case presentation	Reamer, ch 3 (D2L), Ethical decision making group exercises

		Field Log due
Session #10	Planned change, Case Presentation	Ch. 14 Garthwait, group exercise: Examination and modification of standard assessment packet from practicum site Field Log due
Session #11	What sets social work apart from other helping profession in the work place? What do we have in common? Case Presentation	Social Work in multidisciplinary settings, AAMFT Code of Ethics, ACA Code of Ethics (D2L) Field Log due
Session #12	Case Presentation	Field Log due
Session #13	Case Presentation	Field Log due
Session #14	Case Presentation	Field Log due
Session #15	Case Presentation	Field Log due Student evaluation
Session #16	Case Presentation	Field Log due Student evaluation
Session #17	Case Presentation Complete SOS forms Prepare for summer session	Field Log due Process Recording due Student evaluation

Bibliography

Badger, J. M. (2001). Understanding secondary traumatic stress. *The American Journal of Nursing*, 101(7), 26-33. doi: 10.1097/00000446-200107000-00017

Garthwait, *The social work practicum: A guide and workbook for students*. New York: Pearson.

Kanter, J. (2007). Compassion fatigue and secondary traumatization: A second

look. *Clinical Social Work*, 35(4), 289-293. doi: 10.1007/s10615-007-0125-1

Appendix A

University of Wisconsin - Oshkosh SW 709: Foundation Field and Seminar I Log of Professional Experiences in the Field

The field log provides a concrete means for the student to:

- Account for professional activity in the field practicum;
- Demonstrate professional development related to contracted learning experiences and the 9 Foundation-year competencies;
- Reflect on professional growth and development;
- Provide information that facilitates dialogue between the student and Field instructor;
 - Document for the Field supervisor, concerns, dilemmas and issues as they arise in the agency setting.

Students will complete a weekly log using the format provided below. Logs are expected to be no more than 2 pages in length (single spaced). Due dates are noted in the syllabus and on D2L. Logs must be signed by the Agency Field supervisor. Every log submitted by the student should reflect a unique experience with the client system context and provide an example of professional development.

Log # _____ From: _____/_____/20____ through _____/_____/20____. The reported activities account for _____ hours and bring my cumulative total to _____.

Student	
Concentration	
Agency Supervisor	
Field Instructor	

Describe one intrapersonal/interpersonal strength or challenge that you experienced this week at the Field agency (150-300 words—please be very specific in your description/reflection). Respond to the following prompts:

5. In what way was the experience a strength/challenge for you?
6. In your assessment how was this experience a strength/challenge/learning experience for others (e.g., client, co-worker)?
7. Describe the social context of the experience.
 8. Cite the practice framework (e.g., theory, model..etc...) that best facilitates resolution of the practice challenge or that supports the strength(s) you

experienced. Relate this practice framework to your overall practice this week and explain how it is relevant to the practice context.

9. Identify at least one other practice framework that might also be relevant in this week's practice context. Justify your choice.

10. Identify at least two strengths of your client system that you observed this week.

11. Identify at least two practice behaviors that relate to the experience and that you enhanced as a result of this week's experiences.

(Include narrative here)

Activity and Related Competency-Foundation Practice Level

Briefly list additional activities completed this week and indicate their relationship to the SLC and Foundation-Practice-behaviors:

Practice Behavior	Learning Contract Related Tasks/Outcomes	Specific activity/task during this weekly log period

(Expand this chart as needed)

Required Signatures:		Date:
Student		
Field Supervisor		
Field Instructor		

Appendix B

Process Recording Format (suggested)

Description of what transpired	Student's reflection: Describe your reaction to the encounter

(expand as needed)

Summary of the Process Recording

- Identify one area for professional growth related to the situation. Link this to practice competency.
- Identify the social work ethical principles that can be applied to the situation.
- What did you learn from this experience? Identify activities for self-care.

Instructor Feedback: