

**SW 495A: Field Instruction I and Senior Seminar
6 Semester Hours**

Lewis-Clark State College
Social Work Program
Swk495A.kpray.FA08
Revised: 8-2008

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Term: Fall 2009

Office Hours: Please see the instructor for office hours or to arrange an appointment.

Mission Statement

The mission of the social work program at Lewis-Clark Stage College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations Drawing on an ecological and liberal arts based background and a strength's based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

Note: Last day to add class(es) or to drop without "W" grade on transcript is: 09/04/09.
Last day to withdraw from class(es) or college for the semester is: 10/30/09.

Course Description – This course is divided into two distinct parts. The first part is field instruction which focuses on experiential learning. The second part is seminar class which focuses on classroom learning. Field Instruction is a supervised learning experience enabling the student to apply learned techniques, theories, and professional values from social work foundation courses to an agency setting. Seminar class facilitates the student's development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, values, and skills. Enrollment is limited to students admitted to the BSW Program and who have fulfilled the requirements outlined in the Field Application. Pre-requisites: SW 386 and SW 442. SW-443 can be taken concurrently with SW-495A.

I. INTRODUCTION AND OVERVIEW

This course facilitates the student's development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, values, and skills. The reflection of experiential learning in a seminar atmosphere enhances student's knowledge and use of self in generalist practice. In addition to the seminar class, a total of 200 hours of field experience is required to successfully complete SW-495A. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the beginning skills of professional practice. Students are required to take the A.C.T. and the B.E.A.P.

This course is divided into two distinct parts. The first part focuses on the field practicum located in the agency setting. The second part is the seminar which focuses on classroom learning.

Part I: Agency Based – This practicum course involves direct instruction offered by an agency-based field instructor. Therefore, the specific learning experiences offered to students will be tailored somewhat to the resources of the agency as well as the needs of the student.

Part II: Classroom Based Seminar – Seminar focuses on the enhancement of the student's self awareness as it relates to social work issues. The student is expected to develop professional use of self through the processing of experiences encountered in field practice. The student is expected to focus on further understanding of culture/racial, diversity sexual orientation gender, etc. and socioeconomic status as related to the client population and the practice of social work. Where possible, an international perspective is to be discussed. The student is expected to realistically apply social work values and ethics in decision making and use research as a means to further grow and develop in the profession.

Responsibilities of the social work student:

Explicit responsibilities and related instructions are found in the Field Instruction Manual. Please read the manual in its entirety before beginning your placement. If there are any questions please address them immediately

II. PURPOSE OF THE COURSE IN THE CURRICULUM

The profession of social work has long recognized the importance of providing instruction in the field which includes an application of the skills and theories taught in the classroom. This course provides students an opportunity to begin the practice of professional social work in a controlled and planned setting as well as the opportunity to dialogue on professional issues through topical discussions and written assignments.

III. PROGRAM GOALS & COURSE OBJECTIVES

This course addresses the following Social Work Program Goals:

- To provide learning experiences and opportunities in a variety of settings that develop generalist practice social work knowledge and skills needed to achieve BSW career objectives and meet client needs (Goal #1);
- To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection of one's own values and the understanding of how they influence relationships is emphasized (Goal #2);
- To teach generalist practice social work knowledge and skills that prepare students to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice through an understanding of social work history, social welfare policy analysis and development, advocacy, resource development, and other social or political actions that promote social and economic justice (Goal #3);
- Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress (Goal #4);
- Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with a strengths-based perspective from an ecological point of view (Goal #6);
- Encourage students to understand the ethical requirement of commitment to life long learning (Goal #7).

Course Objectives: Upon completion of this course, students should be able to:

- A. Integrate theoretical learning and practice;
- B. Develop and integrate into practice the personal characteristics associated with the social work profession: empathy, objectivity, acceptance, genuineness, non-judgmental attitudes, respect for individual differences, and belief in self-determination;

- C. Develop an understanding of one's own values and ethics and their influence in working with populations at risk;
- D. Provision of experiential assessment and evaluation of the student's development in the process of becoming an entry-level generalist practitioner;
- E. Demonstrate the preparation for practice as a beginning generalist social worker.
- F. Experiences in the following areas:
 - 1. Work within the structure and function of agency and community delivery systems;
 - 2. Develop worker-client relationships;
 - 3. Interviewing, assessing, planning intervention, implementing intervention, evaluation, termination and follow-up;
 - 4. Knowledge of community resources and how to employ and integrate them in practice;
 - 5. Community and political relationships within the community social service system;
 - 6. Analyzing and using organizational policies, procedures, communication systems, etc.;
 - 7. Case recording and/or other technical writing such as grant applications community needs assessments, court reports, legislative background documents, etc.;
 - 8. Program evaluation to assess program effectiveness and evaluate client progress in one owns practice in relation to professional social work standards (e.g., process recording);
 - 9. The educational supervisory relationship and appropriately using that relationship for personal and professional growth;
 - 10. Apply guidelines for ethical decision making;
 - 11. Obtain more thorough knowledge of client base;
 - 12. Professional resume writing.

IV. TEXTS AND REQUIRED READING

REQUIRED:

Sweitzer, H. F. & King, M. A. (2009). *The successful internship: Personal, professional, and civic development (3rd ed.)*. Belmont, CA: Brooks/Cole.

Field Instruction Manual – This manual is available on-line: www.lcsc.edu/socialwork, click on “field manual”

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author.

V. TEACHING METHODS/CLASS CLIMATE

This course integrates the knowledge base and learning experiences of the total social work program.

Methods of instruction: As a practicum, this course is taught primarily in tutorial fashion; Seminar course is primarily a collaborative learning process utilizing lecture, group presentations, and group discussion.

Each class will allow time for sharing field practicum experiences and placing these experiences in theoretical framework, as well as skill development. Each class will focus on:

1. issues related to the student as the generalist practitioner;
2. controversial issues encountered in the field, and
3. issues related to the organization and the impact on social work practice.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students

are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Disabilities:

Coeur d'Alene – In compliance with the Americans with Disabilities Act of 1990 and Section 504-508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information please contact LCSC-CdA located at 1000 W. Hubbard Street, Suite 144, Coeur d'Alene, ID (208) 666-6707.

Lewiston – The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Student Live, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part VIII of this syllabus.

Grades based on: Assignment	# points or percentage	Course Objectives
A) Written Assignments	125 Points	A; B; C; D; E
B) Supervisory Agenda	150 Points	A; B; E; F1; F9;
C) Beginning and Learning Contract	150 Points	
D) Time Sheets	50 Points	
E) Mid-Term Evaluation	50 Points	
F) Attendance-(Seminar)	120 Points	A; B; C; E
H) Final Evaluation	<u>200 Points</u>	A; B; C; D; E; F1; F2; F3; F4; F5; F6;
TOTAL	845 Points	F7; F8; F9, F10; F12

Grading Scale

A: 802 – 845 Points	C+: 647 - 675 Points
A-: 760 – 801 Points	C: 619 - 646 Points
B+: 732 – 759 Points	C-: 591 - 618 Points
B: 704 – 731 Points	D+: 563 - 590 Points
B-: 676 – 703 Points	D: 507 - 562 Points
	F: 506 Points and Below

Deadline for Submission of Class Assignments:

1. Written Assignments must be completed on the date noted on the assignment outline unless otherwise arranged. Faxing class assignments is NOT permitted.
2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late assignments will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. The grade on the assignment will automatically be reduced by half.
3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Make up work is due within 7 days of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.
4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.
5. Extra-Credit: This credit, if earned will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

Policy Regarding GPA

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term and to complete, with the instructor, the College required, Petition for Incomplete Grade. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the Petition for Incomplete Grade, or who fail to complete the required work, will be assigned a grade of "F".

Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

* Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).

* Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

* Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

* Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

****In addition to action by the professor, all incidents will be reported to Student Affairs.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction to typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

* Recommended for 140/240/241. Required for all others.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

VII. TENTATIVE CLASS SCHEDULE

Date	Group	Readings	Topic	Assign. Due	Activity	Objectives
Aug. 27	All Students		Syllabus, expectations, learning contracts, research topics, purpose of the practicum		Beginning contracts and learning contracts	A, D, E, F1, F9
Sept. 03	Group 1					
Sept. 10	Group 2	Chap. 1 & 2	Student concerns upon entering field, essentials for the journey	Writing assign. #1, page 18, #2 and page 46, #3; Beginning Contract Due	Practicing Effective Feedback; – Review of NASW Code of Ethics; Ethical Dilemmas; The connection between theory and practice;	
Sept. 17	Group 1					
Sept. 24	Group 2	Chap. 3	Developmental stages of an internship	Writing assign. #2, Page 58, personal reflection; Learning Contract Due	Assessing your developmental stage	
Oct. 01	Group 1					

Oct. 08	Group 2	Chap. 4	Understanding yourself, practicing self-care	Writing assign. #3, page 84 & 85, #3,5,11,12	Self-Care Contract; Connecting research to agency placement	
Oct. 15	Group 1	No Class	Mid-Term	Evaluations		
Oct. 22	Group 2	No Class	Mid-Term	Evaluations		
Oct. 29	Group 1					
Nov. 05	Group 2	Chap. 6	Getting to know your colleagues	Writing assign. #4, page 128 & 129, #2,3,5,8,9,11	Group discussion	
Nov. 12	Group 1					
Nov. 19	Group 2	Chap. 10	Disillusionment stage	Writing assign. #5, page 222 & 223, #3, 5, 6, 14, 15	Planning for and dealing with disillusionment; Idaho social work licensing process, explore the Bureau of Occupational Licenses Web page; Evaluation of placement; Idaho licensing process; Facing new frontiers in Practicum II	
Nov. 26	All Students	No Class	Thanksgiving	Holiday		
Dec. 03	Group 1	No Class	Final	Evaluations		
Dec. 10	Group 2	No Class	Final	Evaluations	All Field Documentation Due	

VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

- A. Focused Writing*: Throughout the course, you will be asked to complete brief, focused writing assignments. The assignments will be due according to the class schedule. Written assignments will be completed and placed in the student's class binder and made available for review. Students are encouraged to reflect their experiences and feelings regarding specific events or interactions experienced or observed. This process enables students to identify significant issues, successes in utilizing internal and external resources to deal with them, and emerging needs or questions for further assistance.

Due: Various times during the semester, see section VII: Class Schedule
Points: 120

- B. Supervisory Agenda – Students will prepare an agenda for supervisor conferences. Submit the agenda to the field instructor 2 days prior to the weekly one hour meeting and e-mail the agenda to the field liaison AND the field instructor. The agenda will reflect, in good detail, the issues the student wishes to discuss. Remember this is also a time to address general questions that you may have had during the past week, but that could wait until the supervisory conference. Students must submit 15 agendas, worth 10 points each.

Due: weekly during the semester
Points: 150

- C. Learning Contract – An individualized learning plan is developed jointly between the student, agency field instructor, and the faculty field liaison. The purpose is to identify the learning opportunities and practice experiences that will enable the student to address the goals of the course and to provide an evaluation tool of the competencies expected of the student. The learning contract includes:

Course Goals – based on program goals.

Learning objectives: specific behaviors or qualities student should demonstrate or display

Learning activities: Individualized by the field instructor and student based on opportunities available within the agency and on the student's readiness for particular experiences.

Outcomes: evaluation of student product.

The learning contract is an evaluative tool that is referred to throughout the semester and may require revision.

Due: as listed on schedule

Points: 100

- D. Completion of field documentation – Due at various times. Students must complete required documentation for field:

Beginning Contract (50 points);

Learning Contract (100 points);

Time sheets (50 points);

Mid-term evaluation (50 points)

Due: various times during the semester

Points: Total: 250

- E. Mid-term and Final Evaluations – Participate in the mid-term and final evaluations with the field instructor and faculty field liaison. Students will complete their own evaluations using the LCSC form and come prepared to discuss their responses with their field instructor.

* In grading written assignments there are two broad considerations:

1. Content – the ideas expressed
2. Format – the presentation of the assignment

The two considerations are interactive and interdependent; that is, a novel idea incoherently expressed or presented in a sloppy format will not receive the positive response that it might deserve.

Content considerations include the following criteria:

- Is the question or the purpose of the assignment clearly answered or clearly the central focus of the paper?
- Is the material logically presented in a clear and concise manner that is easy to follow and understandable to the reader?
- Does the student demonstrate a knowledge and understanding of the concepts and/or discussion (including has the student read the material!)?

Format considerations include:

- Is the paper well organized with introduction, clear transitions from one idea to the next and support summary/conclusion?
- General appearance: typos; grammar; complete sentences; spelling; use of heading;
- Is APA citation used correctly?

Format to be used:

Typed, double-spaced;

One inch top, bottom, left and right margins;

Length:

Focused Writing – Two page minimum, 3 page maximum

Indent first line of each paragraph;

Spell out contractions;

Use New Times Roman or Ariel Font; no smaller than 10 pt. no larger than 12;

Heading – single spaced, top left corner of paper

Student Name

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Date

Assignment Number or Name, e.g. Focused Writing #1, etc;

3. ATTENDANCE POLICY

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in a reduction of your final grade by 1 (one) letter grade.

4. FINAL EXAMINATION POLICY

A final exam will not be given

5. BIBLIOGRAPHY

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- <http://www.naswdc.org> (National Association of Social Workers)
- <http://www.socialworker.com> (Social Work Information)
- <http://www.aswb.org> (Association of Social Work Boards)
- <http://www.criticalsocialwork.com> (Interdisciplinary Journal dedicated to Social Justice)

<http://www.ojp.usdoj.gov/bjs> (U.S. Dept. of Justice/Bureau of Justice Studies)

<http://www.ibol.gov> (Idaho Board of Occupational Licenses)