

**University of North Carolina at Greensboro
Department of Social Work
451 Graham Building**

**SOWK 307 (N.C. A&T) SWK 413/415 (UNCG)
Field Instruction and Seminar I**

Master Syllabus

I. Rationale

This is the first course in the two-semester field instruction curriculum that brings together students from N.C. A&T and UNCG. The purpose of the course is to provide an opportunity for students to understand theoretical knowledge and demonstrate the generalist practice skills gained from practice courses within a variety of agency settings and among diverse client systems. Students are expected to apply theories and concepts from previous courses in their work with various client systems. Students have the opportunity to apply the general social work problem-solving process, which was learned in the practice methods sequence, with individuals, families, groups, organizations, and communities. Special attention is paid to developing effective helping relationships with individuals, families, and small groups of diverse cultural and racial backgrounds and with populations at risk. Students also learn how to apply the NASW *Code of Ethics* to practice at all client system levels. In field instruction assignments, there is an emphasis on developing self-awareness in relation to values, ethics, and interpersonal skills. Field seminar runs concurrently with the field practicum and practice methods courses.

II. Liberal Arts Perspective

Course content is linked to the student's liberal arts background and assists in understanding the person-in-environment context of generalist practice. The liberal arts perspective provides an understanding of cultural traditions and guides the student in the acquisition of knowledge and skill when interacting with client systems. Language arts, humanity, and reasoning and discourse classes enable students to think critically and communicate clearly. Social and behavioral science courses help students develop a basic understanding of human behavior and human development that enhances the establishment of helping relationships necessary for interactions with clients and other systems. Writing and oral communication skills are necessary for effective interviewing and provide an essential foundation in learning to document client contacts and communicate clearly and effectively with clients, colleagues, and others. Social policy and statistics courses provide beginning

knowledge needed to understand the operation and interrelatedness of social systems that influence the daily living of individuals, families, groups, communities and organizations.

III. Linkage of this course to other courses in the sequence

This course is integrally related to the introductory, HBSE, practice, policy, and research courses. Prerequisites for the course include HBSE, Social Policy and Services, Research in Social Work Practice, Professional Skills, and Social Work, Diversity, and Vulnerable Populations, and Social Work Methods I.

IV. Professional Values and Ethics

Students will be expected to demonstrate an understanding of, adherence to, and application of the NASW *Code of Ethics* in their work with client systems at all levels. They will have the opportunity to examine their own personal values and ethical dilemmas through their work with clients. Through professional field supervision, students will begin to learn how to resolve these dilemmas, based on social work values, principles, and the *Code of Ethics*. Students will also have the opportunity to engage in culturally sensitive social work practice and practice with at-risk populations that will also underscore social work principles which value diversity, self-determination, and social and economic justice.

V. Diversity

Diversity has been sought in securing practicum sites that will provide students with opportunity to practice generalist social work with client systems that differ in racial, religious, spiritual and social class backgrounds, gender, sexual orientation, physical and mental ability and age. Additionally, practicum sites provide, to the extent possible, experiences that will afford opportunity for students to demonstrate knowledge and skills at the micro, mezzo and macro levels of practice.

VI. Populations at Risk and Social and Economic Justice

Through the variety provided in the assignment of client caseloads, field tasks and duties, and seminar assignments, students will be exposed to working with populations at risk such as racial/ethnic minorities, women, the disabled, older persons, and gay, lesbians, bisexuals, and transsexuals. Students will be placed in agencies that are diverse and serve these at risk populations.

This course will help students begin to recognize, through direct observation and applied field instruction experiences, the ways in which the absence of social and economic justice in our society can affect the helping process with systems at all levels of social work practice. Students will also learn, through professional social work supervision, ways of intervening to promote social and economic justice within human service agencies and communities.

VII. Course Objectives

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

Experiential Objectives

1. Demonstrate an understanding of the ability to implement basic social work values and ethics. (PO #2)
2. Develop the ability to link people to needed resources. (PO #6)
3. Apply academic knowledge and practice skills necessary to gather data, make assessments, analyze, describe behavior and problems, and plan for and implement interventions with individuals, groups and communities. (PO #1, 6, 7, 9)
4. Demonstrate the ability to enhance the well-being of people and to help ameliorate the environmental conditions that affect various culturally diverse groups, at-risk individuals, groups and communities who experience the consequences of discrimination, social and economic deprivation and oppression. (PO #1, 3, 4)

Cognitive Objectives

1. Begin to demonstrate an understanding of the administrative operations of the agency in which she/he is placed. (PO #5)

Affective Objectives

1. Demonstrate self-awareness and professional use of self. (PO #9, 11)

VIII. Course Outline

Practicum

A total of 440 hours are required during the academic year, approximately 220 hours per semester. A field calendar is provided for all field instruction participants at the beginning of each semester. Students are expected to receive 1 to 1-1/2 hours per week in supervision with their assigned agency-based field instructor. No more than *twenty hours* of agency orientation may count toward field instruction hours.

Seminar

All seminars will be integrative. Seminars will focus on generalist practice and the topics listed in the course must be covered during the semester. Each faculty liaison will structure seminar sessions and may include other topics as appropriate or needed.

Required topics include:

- The learning and contract and log
- Generalist practice in field placement
- Field instructor/student relationships
- Agency communication (written and oral)
- Knowledge and use of agency setting; agency profile
- Process recordings
- Case presentations
- Evaluation and wrap up

X. Sample Assignments

Student Learning Contract (Agreement)

Each student will prepare a learning contract (agreement), including goals that have been developed in collaboration with the field instructor and faculty liaison. Prior to preparing the learning contract, the student should review the *Field Instruction Handbook* and develop a contract that will be consistent with the field instruction objects. Faculty liaisons should use the students' learning objectives, and the field program learning objectives as the basis for assigning a final grade at the end of the semester. It would be helpful for faculty liaisons to also review the end-of-semester final student evaluations and use these forms as a basis in advising and consulting with students as they are developing their learning contracts.

Logs

Students will keep logs of their placement activities. Each seminar instructor will give the requirements for content and format of the logs. (25% of seminar grade)

Agency Services Profile

A guide will be provided. (10% of seminar grade)

Process Recording

Each student will prepare one process recording during the semester, following the format provided by the seminar leader. The process recording will be made from a 20-30 minute client interview. (25% of seminar grade)

X. Texts

Joint Field Instruction Handbook, North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro, 2004-2005.

XI. Recommended and Additional Readings

As assigned by individual Faculty Liaisons