

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

**SOWK 570 (N.C. A&T) SWK 414/416 (UNCG)  
Field Instruction and Seminar II**

**Master Syllabus**

**I. Rationale**

In this second course in the field instruction curriculum, students will critically apply generalist knowledge, skills, values and ethics of the social work among diverse client systems, with more autonomy than demonstrated during the first semester.

Under the continued supervision of agency-based field instructors, students will focus on applying theories and concepts effective in working specifically with groups, communities and organizations. Field instruction assignments will continue to emphasize student self-awareness and self-evaluation of practice effectiveness. Field seminar will run 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 will provide an essential foundation in learning to document client contacts and communicate clearly and effectively with clients, colleagues, and others. Lastly, 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, Social Work, Diversity, and Vulnerable Populations, Professional Skills, and Social Work Methods I and II.

### **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. Continue to demonstrate an understanding of the ability to implement basic social work values and ethics. (PO #2)
2. Perform specific tasks with individuals, groups and communities. (PO #1, 6)
3. Develop the ability to link people to needed resources.(PO #6)
4. Reflect sound professional judgment on their selection of strategies and appropriate roles. (PO #1, 6)
5. Express professional opinions in staff meetings and other professional meetings. (PO #2, 10, 12)
6. Prepare and present cases with limited help from their field instructors. (PO #1, 2, 6, 10, 11)
7. Continue to 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)
8. Demonstrate a greater 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, 12)
9. Demonstrate knowledge of community resources in addressing needs of clients. (PO #7)

### *Cognitive Objectives*

1. Demonstrate an understanding of the administrative operations of the agency in which she/he is placed. (PO #5, 8)

2. Demonstrate ability to utilize research methods to evaluate agency services. (PO #1, 9)

*Affective Objectives*

1. Reflect sound professional judgment on their selection of strategies and appropriate roles. (PO #1, 6)
2. Demonstrate growth in self-awareness and professional development through the evaluation professional. (PO #9, 11, 12)

**VIII. Course Content**

All seminars are integrative and the topics listed below must be covered during the semester. Each faculty liaison will structure the organization of her/his seminar sessions and include other topics as appropriate or needed.

1. Review of the previous semester activities and work. Discussion of learning goals and review of learning contract.
2. Career Planning. Discussion of resumes, job interviewing skills and professional socialization. Career Services staff from the respective university campuses will facilitate the discussion. This will be combined seminars.
3. How to Get that First Job. Recent graduates will share information regarding preparation and skill for finding social work employment. This will be combined seminars.
4. Case Presentation. Students will integrate theory and practice as it relates to their specific agencies.
5. Process Recordings. Students will integrate theory and practice as it relates to their specific agencies.
6. Agency Projects. Students will integrate theory and practice as it relates to their specific agencies.
7. Evaluation and wrap up

**IX. Sample Assignments**

*Logs*

Students will write logs of their placement activity. The format of the logs will be given by each seminar instructor. (25% of seminar grade)

*Process Recording*

Format and due date to be determined by the faculty liaison. (15% of seminar grade)

*Case Presentation*

Assignment format and due date to be determined by the liaison. (15% of seminar grade)

*Agency Project*

Students will prepare a project that will be of use to her/his field placement agency. It is preferred that this project relate to the use of research skills. This may be an examination of data for needs assessment or program evaluation, a survey of staff or clients concerning agency related interests, creation of a resource manual or brochure or analysis of agency policies/procedures. The project should be discussed with the student's field supervisor. (30% 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