

JOINT MASTER OF SOCIAL WORK PROGRAM
North Carolina A&T State University
The University of North Carolina at Greensboro

Master Syllabus

SWK 606/SWK 722 & SWK 616/SWK 724 Field Instruction and Seminar II & III

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I. Rationale

The advanced practicum courses provide students with an educationally directed opportunity for specialized experiential learning in social work practice. Students will critically apply advanced knowledge, skills, values and ethics of the social work profession in a variety of rural and urban agency settings, among diverse client systems.

Under the supervision of an agency-based field instructor, who has a MSW degree, and a faculty member who serves as liaison, students will be placed in agency settings that correspond with their selected area of practice. Agencies will provide opportunities for students to develop a range of advanced generalist skills at difficult practice levels. Additionally, they will apply theories and concepts from previous courses in their role of professional social work advanced generalist practitioner within the field agency. This is accomplished through a 696-hour practicum, consisting of three days per week, for 29 weeks (two semesters) and a field seminar conducted by the assigned faculty liaison.

II. Liberal Arts Perspective

Course content is linked to the student's liberal arts background in three ways. First, the liberal arts perspective provides an understanding of cultural traditions and guides the student in the acquisition of knowledge and skills when interacting with client systems. This process enables the student to think critically and communicate clearly. Secondly, through study of social and behavioral sciences, the student will have developed a basic understanding of human behavior and interaction that is necessary for effective interviewing, and other types of interactions with clients and other systems. Third, the student's writing and oral

communication skills will provide an essential foundation in learning to document client contacts and communicate clearly and effectively with clients, colleagues, and others.

III. Linkage of This Course to Other Courses

These courses will serve as the culmination for the practicum sequence. They are integrally related to courses in HBSF, Practice, Policy, and Research. Pre-requisites for the course include HBSF I & II, Social Work Practice with Individuals and Families, Social Policy Welfare and Analysis I, Social Work Practice and Human Diversity, Social Work with Groups, Social Work Practice with Communities and Organizations, Social Work Research Methods, and Field Instruction and Seminar I.

IV. Professional Values and Ethics

In these courses, students will apply the NASW Code of Ethics in their work with client systems at all levels of social work practice. They will also have the opportunity to continue examining their own personal values and ethical dilemmas through their work with clients. Through professional field supervision, students will continue 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 continue to engage in culturally sensitive work practice and practice with at-risk populations which 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 the student with opportunity to work with problems and situations that differ in degree of complexity and 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 will be flexible and provide, to the extent possible, experiences that will afford opportunity for the student to demonstrate knowledge and skills and the micro, mezzo and macro levels of practice.

VI. Populations-at-Risk and Social and Economic Justice

Through field instruction experiences and assignments, students will work with populations at risk such as ethnic minorities, women, disabled persons, older persons, rural

populations, the homeless, and gay/lesbian/bisexual/transsexual (GLBT) persons. Students will be placed in agencies that are diverse and serve these at-risk populations.

These courses will help students 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.

VII. Course Objectives

Upon successful completion of these courses, students will be able to meet the following general outcomes at an advanced generalist level:

Experiential Objectives

1. Apply theory with practice in the field and share different methods of problem solving in seminar. (FO #5; AGO #2,3,9)
2. Demonstrate skills in interviewing and recording, facilitating client growth and change, and making differential use of self, depending on client needs and situations. (FO #17,18; AGO #2)
3. Formulate comprehensive assessments of client systems, which demonstrate understanding of the strengths, weaknesses and areas needing social work interventions. (FO #5; AGO #1)
4. Implement the problem-solving process with client systems. (FO #5; AGO #2)
5. Communicate effectively and appropriately in oral and written form. (FO #s 17,18; AGO #2)
6. Demonstrate skills in developing, maintaining, and facilitating small groups. (AGO #2)
7. Assess, deliver and evaluate social service to individuals, families, and groups over all levels of practice at an advanced level of competency. (FO #s 10,16; AGO #s 3,11)
8. Understand and apply NASW Code of Ethics and commitment to professional values and principles. (FO #6, AGO #s 4, 10)

9. Contribute to the improvement of service delivery by adding to the knowledge base of the profession as appropriate and by supporting and upholding the standards and ethics of the profession. (FO # 11; AGO #s 10, 12, 14)
10. Demonstrate ethnically sensitive practice competency in developing working relationships with diverse populations. (FO #s 2, 4, 8; AGO #s 4, 5)
11. Analyze program/operation data and prepare reports on the analysis that reveal the consequence of a new policy or procedure. (FO #8; AGO #s 3,6,8)
12. Organize operation data from agencies in a community to show a pattern of service such as area services and kinds of clients served and analyze the consequences of service for the community. (AGO #s 3, 11)
13. Understand, develop, maintain, utilize, and terminate the professional helping relationship with the client system. (FO #9; AGO #2)
14. Demonstrate ability to recognize and understand the different cultural values that influence client behavior, attitudes, and coping and problem solving skills. (FO #2; AGO #s 4, 5)
15. Demonstrate understanding of group processes and dynamics. (FO #7; AGO #s 1,2)
16. Demonstrate an ability to assess and understand the community context of practice particularly as it relates to practice in rural or small communities. (FYO #s 8,14,16; AGO #s 6,9)
17. Demonstrate understanding of differences in race/ethnicity, gender, age, cultural, lifestyle, and sexual preference differences and how these factors impact client systems. (FO #s 2,4,8; AGO #s 4,5)
18. Develop an understanding of social work processes that are common to practice with individuals, families, groups, communities, and organizations. (FO #1; AGO #2)
19. Demonstrate understanding and application of social worker roles and functions with a diverse population in diverse practice settings. (FO #9; AGO #s 4,5,11,12)

Cognitive Objectives

1. Develop the ability to engage in critical thinking and evaluation of practice. (FO #9; AGO #s 3,11,12)
2. Apply and critically analyze theory and knowledge and apply it to social work practice. (FO #s10,12; AGO #2)
3. Understand the patterns of social service delivery in rural areas. (AGO #s 3,6,9)
4. Understand, assess, and utilize agency policy and social policy to identify and target areas of change within each that would enhance programs and services and make systems more sensitive and responsive client systems. (FO #13; AGO #8)

Affective Objectives

1. Assume responsibility for his/her own learning and practice. (FO #9; AGO #12)
2. Contribute to the improvement of service delivery by adding to the knowledge base of the profession as appropriate and supporting and upholding the standards and ethics of the profession. (FO #11; AGO #s 3,10)
3. Demonstrate ability to engage in ethical decision-making with client systems. (FO #6, AGO #s 1,2,10)

VIII. Course Content

Practicum

1. **Hours:** A total of 696 hours are required during the Advanced Practicum year. A maximum of four hours per week may be allowed for documentation (process recordings, case assessments, ongoing case records, etc.) and 1-1/1 to 2 hours per week for supervision Student/Field Instructor conferences. No more than six hours of agency orientation may count toward field instruction.
2. **Attendance:** Students are required to attend field instruction three days per week, eight hours per day. Occasional illness and other emergencies may cause students to be absent from field instruction. The faculty liaison must be informed of absences of more than one day per semester. Students are expected to work out arrangements with the field instructor and faculty liaison for making up time lost. Students must attend and participate in agency staff meetings, community events, organizational meetings, and agency board meetings. (See attendance policy in Field Handbook)

3. **Learning Agreement:** A written agreement (educational contract) with the agency-based field instructor is required. This agreement is made between the student, who should be the primary author, and field instructor with the approval of the faculty liaison. It must include the goals and objective for field instruction related to the student's chosen area of practice. Additionally, there should be specific methods of measuring the accomplishment of these goals and objectives. (See Field Handbook for a copy of format and SAMPLE). The Learning Agreement must be completed at least by the third week of the semester.

Seminar

Students are required to attend a monthly seminar that will be conducted by the faculty liaison. The time and place of the seminar will be determined by the individual faculty liaison. Seminar topics should be relevant to the students' field instruction experiences and students are required to take an active part in discussions. Seminar attendance and participation will be included in the final grade for the Field Instruction and Seminar courses. **ALL** seminars are to be integrative and meet once a month.

Seminar 1 Getting Started

Topics should include:

Review of the Field Manual
Seminar structure, assignments
Learning Agreement and Performance Evaluation
Effective Field Supervision

Required Readings:
Field Manual
NASW Code of Ethics

Seminar 2 Field Instruction Agency Structure and Analysis

Students are to describe their agencies and the role of social workers within the agency. An outline for the assignment will be provided by the faculty liaison. The assignment will be presented orally during seminar. Students may be required to provide copies of the report to all seminar members, as well as, the faculty liaison.

Seminar 3 The Advanced Generalist Social Worker Practitioner Role

The student should select a client from his/her caseload and include in a case presentation a description of the problem(s), goals, objectives of intervention,

professional values and ethics involved, and evaluation of progress to date. A process recording of a session with the client must be given to the faculty liaison.

Remaining Seminars

Integrative Seminars

Topics to be determined by faculty liaison. Students will have opportunity to engage one another with openness, offering suggestions and ideas in a positive, respectful manner, each promoting group cohesiveness in the learning environment. Case presentations may be required or students may be given specific responsibility for facilitating a seminar class.

IX. Sample Assignments

Logs

Logs are to be turned in to faculty liaisons at the designated times. A format will be provided by individual liaisons. Entries should reflect the thoughts, feelings, and actions relative to agency-based activities. Entries should also provide evidence of the student's awareness and development of the professional self. Additionally, integration of knowledge in the student's practice, application of rational problem solving skills, appropriate written communications skills, integration of assigned field readings should be reflected. Students should give examples of their effective use of supervision, and any value dilemmas experienced by the student that are in conflict with those present in the agency. The log is used mainly as an avenue of communication between the student and faculty liaison and will not be shared with anyone else without the student's knowledge.

Self-Assessment

Self-assessment instruments such as process recordings, audio or videotapes interviews, reflecting interactions with clients, are required during the advanced practicum. These assessment tools are to be used and discussed in educationally directed supervision with the student's field instructor and shared with the faculty liaison. For this reason, self-assessment tools must be turned into the field instructor on a regular basis throughout the semester beginning with the first client contact in the agency. The faculty liaison will review the self-assessment instruments after the field instructor has reviewed them. (Copies of formats and samples will be provided by faculty liaisons.)

Student Portfolio

Students will be asked to prepare a portfolio of their work since beginning the JMSW program, to be accompanied by a self-reflective paper that will demonstrate their learning throughout the program. The reflective paper should summarize significant learning experiences that occurred and describe the new knowledge, values and/or skills acquired each year. The paper should also assess students' use of self in the helping process. This capstone assignment will be a part of the requirements for the Field Instruction and Seminar III course in the spring semester and will be assessed by the field liaison. A more detailed format for this assignment will be handed out by the liaisons.

Grading and Evaluation

The grade for Field Instruction and Seminar II and III will be determined by the assigned faculty liaison. In assigning the final grade the faculty liaison will take into account: the student's demonstration of attainment of the field goals and objectives as reflected in the student learning agreement, the level of student's practice skills, the completion of all written and verbal assignments, seminar attendance and participation. Active seminar participation and regular attendance are required. More than one unexcused absence from seminar may result in the receipt of an unsatisfactory ("U") grade for the course. The assigned "grade" will be Pass/Fail. (See Field Handbook for field termination, noncompletion, and withdrawal.)

X. Text

JMSW Field Instruction Handbook

XI. Recommended/Additional Readings

Other readings as assigned by field liaison.