

WAYNE STATE
UNIVERSITY
SCHOOL OF SOCIAL WORK

Winter Term Syllabus

Master Syllabus

Social Work 7772 MSW Field Work Seminar II– Core Year
School of Social Work
Winter semester
.5 credit
Second of Four Field Seminars for MSW Students

Course Domain and Boundaries

Social Work 7772 MSW Field Work Seminar II is a half (.5) credit seminar held concurrently with SW 7998 Field Work for Social Workers I (4 credits) during the winter semester. Students MUST be enrolled in SW 7998 Field Work for Social Workers I in order to earn credit for this course. Social Work 7772 MSW Field Work Seminar II facilitates students’ understanding of the learning experience through critical reflection on field and courses. The course helps students reflect on their field experiences and to draw from their course content, all of which help define them as social work professionals.

COMPETENCIES

- 1. Identify as a professional social worker and conduct oneself accordingly**
- 2. Apply social work principles to guide professional practice**
- 3. Apply critical thinking to inform and communicate professional judgments**
- 4. Engage diversity and difference in practice**
- 5. Advance human rights and social and economic justice**
- 6. Engage in research informed practice and practice informed research**
- 7. Apply knowledge of human behavior and the social environment**
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
- 9. Respond to contexts that shape practice**
- 10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities**
- 11. Analyze the impact of the urban context on a range of client systems, including practice implications**

This course will support students in many ways:

1. provide continued opportunities to integrate course content to skills learned in field,
2. serve as additional support for students in field,
3. inform students about agencies/services in the field placement of their peers,
4. provide more opportunities for students to develop/strengthen professional skills of collaboration, consultation, and problem-solving,
5. clarify winter semester expectations in field (learning plans, process recordings, and evaluations), and
6. continue to provide a forum for student discussion and the reception of feedback from peers and faculty members.

Performance Outcomes

Upon completion of this course, students will:

1. demonstrate an awareness of community resources (especially in urban settings) and know how to engage these resources on behalf of clients (9, 11)
2. continue to recognize and evaluate own attitudes toward diversity, including gender, race, religion, ethnic, class, sexual orientation, age, and disability, (1, 4, 5)
3. demonstrate an awareness and knowledge of own needs and continue to explore motivations for becoming a professional social worker, (1, 2, 3)
4. develop individual strengths and continue to identify areas for growth as part of a continual process of personal and professional self-awareness and self-evaluation, (1, 2, 3, 10)
5. demonstrate an understanding of how agency mission, operational policy and procedures, resources, and funding impact upon the delivery of social services, in particular, in their own field setting, (2, 8, 9)
6. understand and apply an ecological framework for assessment, problem identification, intervention, and evaluation, (6, 7, 8, 10)

7. demonstrate and apply knowledge of a variety of intervention methods and techniques for use with individuals, families, small groups and for service delivery and change in organizations, neighborhoods and communities, (2, 10, 11)
8. understand the roles and contributions of multiple disciplines and specializations working in a collaborative effort, (3, 9)
9. demonstrate awareness of professional values and ethics, (1, 2, 9)
10. apply problem-solving methods and techniques to client systems (e.g. individuals, families, groups, organizations, and/or communities), (2, 3, 8, 10)
 - a. actively participate in meetings
 - b. establish, maintain, and manage effective helping relationships
 - c. seek and assess information essential for conducting an assessment
 - d. guide clients to achieve changes/goals that are beneficial to them
 - e. use interventions with clients appropriately
11. demonstrate awareness of clients'/communities strengths and limitations and demonstrate ability to help clients/communities build on and use their strengths, (7, 8, 9, 10, 11)
12. demonstrate awareness of community resources and know how to contact these resources on behalf of clients, (8, 10, 11)
13. demonstrate knowledge and ability to work effectively with diverse populations, building on their strengths, (4, 7)
14. demonstrate integration and application of knowledge acquired in the academic setting to practice situations, (6, 9, 10)
15. demonstrate an ability to use appropriate oral and written communication skills in organizing and recording necessary client information and completing administrative paperwork requirements, (1, 3, 10)
16. operate effectively within an organizational structure by demonstrating productive communication skills and making productive use of supervision and consultation, (1, 2, 3)

Course Requirements

1. Prompt attendance at every seminar session (As arranged)
2. Paper:
Evaluation of your practice, building on the competencies and information gleaned from the first semester. This report will continue to address performance outcomes related to the field placement setting. A written report, minimum of 5 pages must be submitted

using the outline below focusing on application, analysis and reflection when considering practice at the field placement setting. The following content must be addressed:

How do I evaluate my practice with client systems?	20 points
How do I know that what I do with client systems has an impact?	10 points
What skills do I need in order for me to work in my current field placement setting?	20 points
Are the population and field of practice a good fit for me? Why or why not?	10 points
What can I do to improve my social work practice with client systems?	10 points
How have my experiences at this agency contributed to my knowledge of ethical social work practice	10 points
How has this placement helped me to understand the values of the social work profession and how has it assisted me in the development of ethics for social work practice?	20 points

Course Expectations

It is expected that students effectively utilize field instruction by:

- a. identifying own learning needs, areas of difficulty, and feelings of discomfort
- b. continuing to take responsibility to prepare and plan for supervision
- c. continuing to accept, integrate, and apply guidance and feedback received from field instructor
- d. continually re-evaluating the development of practice skills in light of field and classroom instruction, and

Class Sessions

Session I

- Introduction and orientation to the course - syllabus
- Discussion on field assignments: learning plan, process recordings (2-3 to be submitted to assigned faculty advisor), evaluations
- Reflecting feelings and integrating skills
- Relationships and boundaries
-

Session II

- Responsibility and ethics in Social Work
- Role play
- Observation, encouraging, paraphrasing and summarizing
- Conversation versus Interview, Confrontation

Session III

- Understanding of community
- Social Work in urban and other settings
- Group dynamics exercise

Session IV

- Performance Achievement Rating forms
- Licensing and professional development
- Transition and reviewing objectives for Advanced year field placement

Role of Student and Instructor

Students are expected to attend all class sessions; absences from class may affect the student's grade, particularly excessive absences and tardiness. For further details about the role of a student, see the University's "Statement of Obligations of Faculty and to the Instructional Process" in the Wayne State University Graduate Bulletin.

Two or more absences will result in a student being asked to withdraw from the course and may impact student standing in the MSW program. Students are expected to arrive for class on time and stay until the end of the class session. Students are expected to be prepared at class time for discussions based on assigned readings as class participation enhances the learning experience. Assignments must be received by the identified day.

As a courtesy to classmates and the instructor, the use of electronic communication devices and indulging in disruptive or rude behaviors will not be accepted.

Academic honesty is expected therefore, all submitted work must be original. The presentation of another's words or ideas as one's own, without giving credit to the source with a properly noted citation, is regarded as plagiarism. Any work that is submitted in this class found to contain portions that are plagiarized will receive a ZERO.

Members of the class, including the instructor, will request confidentiality of others as not to repeat or share personal, professional, or assignment related issues discussed or disclosed in class.

Grades

Grades for Social Work 7772 Field Work Seminar II:

Grade distribution range

100-95 A	94 - 90 A-	89-87 B+	86-83 B	82-80 B-
77-79 C +	70-76 C	F		

Assignments and grades:

- Attendance 32 points
 - Two or more absences will result in a student being asked to withdraw from the course and may impact student standing in the MSW program.
 - One absence will result in loss of 15 points
 - Students who arrive late or leave early will lose 5 points for each occasion after the first occasion
 - Note: At instructor discretion, student may be allowed an optional make up assignment (i.e., a 3-5 page paper with minimum of 3 sources and using APA format focusing on topic covered on session missed OR another assignment identified by the instructor). Students who elect this option and successfully complete the make-up assignment will receive the points missed for attendance but not participation; thus, the highest score they may receive is 92 assuming they have full credit for all other sessions and assignments. Students who miss a second session will not have an option for a make-up – these students would lose the 20 points for the second missed session (12 for attendance and 8 for participation) and may potentially have 72 points assuming they have full credit for all other sessions and make up work when appropriate.
- Participation 32 points
 - Students are expected to participate in discussion and be actively engaged when instructor and other students are speaking/presenting
- Report 36 points
 - Report will be graded based on content covered (see assignment description above), clarity and grammar.

Being a responsible student in a seminar entails regular class attendance and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete assignments prior to each class session. It is the student's responsibility, whether present or absent, to keep abreast of assignments and class discussion.

Textbooks

Required (All students are able to download the manual from the School's web site)
The Field Education Manual, 5th Edition (2010). Wayne State University, School of Social Work.

Recommended

Sweitzer, H. & King, M. (2004). The successful internship: *Transformation and empowerment in experiential learning*. Belmont, CA: Brooks/Cole.

