Social Work 4441 Field Education Seminar – Senior Year
School of Social Work
Fall
1 credit
Second of the Three Field Seminars for BSW Students

Course Domain and Boundaries

Social Work 4441 Field Education Seminar is a one credit hour seminar held concurrently with SW 4998 Field Practice II (5 credits) during the fall semester. Students MUST be enrolled in SW 4998 Field Practice II in order to earn credit for this course. Social Work 4441 Field Education Seminar facilitates students’ understanding of the learning experience through critical reflection on field and courses. The course helps students reflect on their field experiences and draw from their course content, all of which help define them as social work professionals.

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<th>COMPETENCIES</th>
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<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
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<td>2. Apply social work principles to guide professional practice</td>
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<td>3. Apply critical thinking to inform and communicate professional judgments</td>
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<td>4. Engage diversity and difference in practice</td>
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<td>5. Advance human rights and social and economic justice</td>
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<td>6. Engage in research informed practice and practice informed research</td>
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<td>7. Apply knowledge of human behavior and the social environment</td>
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<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<td>9. Respond to contexts that shape practice</td>
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<td>10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities</td>
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<td>11. Analyze the impact of the urban context on a range of client systems, including practice implications</td>
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This course will support students in many ways to:
1. provide opportunities to integrate course content to skills learned in field,
2. serve as additional support for students who may experience difficulty in field,
3. inform students about agencies/services in the field placement of their peers,
4. provide opportunities for students to develop/strengthen professional skills of collaboration, consultation, and problem-solving,
5. clarify expectations in field (learning plans, process recordings, and evaluations), and
6. 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. recognize and continually evaluate own attitudes toward diversity, including gender, race, religion, ethnic, class, sexual orientation, age, and disability, (1,4,5)
2. demonstrate an awareness of own needs and motivations for becoming a professional social worker, (1,2)
3. identify individual strengths and areas for growth as part of a continual process of personal and professional self-awareness and self-evaluation, (1, 2, 3, 10)
4. demonstrate a beginning 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)
5. demonstrate a beginning understanding and application of an ecological framework for assessment, problem identification, intervention, and evaluation, (6, 7, 8, 10)
6. demonstrate a beginning knowledge of research skills to identify intervention techniques for evidence based practice, (6, 8, 10, 11)
7. demonstrate awareness of professional values and ethics (1, 2, 9)
8. begin to apply problem-solving methods and techniques to client systems (e.g. individuals, families, groups, organizations, and/or communities), (3, 10, 11)
9. demonstrate a beginning awareness of clients’/community strengths and limitations and demonstrate ability to help clients/communities build on and use their strengths, (7, 8, 9, 10, 11)

10. demonstrate a beginning awareness of community resources and know how to contact these resources on behalf of clients, (8, 10, 11)

11. demonstrate a beginning knowledge and ability to work effectively with diverse populations, building on their strengths, (4, 7)

12. begin to understand the roles and contributions of multiple disciplines and specializations working in a collaborative effort, (3, 9)

13. begin to demonstrate integration and application of knowledge acquired in the academic setting to practice situations, and (6, 9, 10)

14. begin to 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)

Course Requirements

1. Prompt attendance at every seminar session (As arranged)

2. Report:
   Report on Field Placement Setting (individual report due dates to be arranged). A written report, minimum of 5 pages, must be submitted using outline below. This report addresses performance outcomes related to the field placement (practicum) setting. This report builds on the assignment required in SW 4020 Social Work Macro Theory and Practice. The following content must be addressed:
   • Mission/purpose of the agency
   • Overview of the population served
   • Your role within the agency
   • Other disciplines represented within the organization and your (or social work) interaction with each discipline
   • How clients access/enter the system, eligibility, intake policies, and procedures, etc.
   • How clients progress through the system
   • How clients leave/terminate the system
   • Discuss the agency’s commitment to the community and surrounding areas it serves and examples of how this is achieved

Course Expectation

It is expected that students effectively utilize field instruction by:
   a. actively participating in meetings
   b. beginning to identify own learning needs, areas of difficulty, and feelings of discomfort
   c. take responsibility to prepare and plan for supervision
d. accept, integrate, and apply guidance and feedback received from field instructor

e. continually re-evaluate the development of practice skills in light of field and classroom instruction

Class Sessions

Session I
- Introduction and orientation to the course
- Student introduction
- Review of course syllabus
- Review expectation of all parties
- Discussion on field assignments: learning plan, process recordings (6-8 to be submitted to faculty advisor), evaluations

Session II
- Defining and describing agency services
- Learning to ask for help
- Effective use of supervision
- Review of professional behavior and demeanor

Session III
- Ethics in Social Work
- Boundary issues
- Communication skills
- Realistic expectations

Session IV
- Time management skills
- Self care

Session V
- Group discussion and problem-solving – “Understanding the perspective of the client”
- Reporting of child abuse and neglect

Session VI
- Reflecting feelings and integrating skills
- Group discussion and problem-solving- “Difficult clients”

Session VII
- Performance Achievement Rating forms
- Transition and reviewing objectives for next semester

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 also impact the student’s field placement. 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 4441 Field Education Seminar II:
Students may pass the course with a grade of D but must maintain a C (2.0) average during the junior and senior years. *(See Undergraduate Bulletin, Wayne State University, p.317).*

Grade distribution range

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<tr>
<th>100-95 A</th>
<th>94 - 90 A-</th>
<th>89 - 87 B+</th>
<th>86-83 B</th>
<th>82 - 80 B-</th>
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<tr>
<td>79 -77 C+</td>
<td>76 - 73 C</td>
<td>72 - 69 C-</td>
<td>68-65 D+</td>
<td>64 - 60 D</td>
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Assignments and grades:
- Attendance: 33 points
  - Three or more absences will result in a student being asked to withdraw from the course and may also impact the student’s field placement.
  - One absence will result in loss of 5 points
  - Two absences will result in loss of 10 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) for a missed class. 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 and who did a first make-up will not have an option for a second 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 points from any make up work from first missed session). **Students who miss two classes and do no make-up work should drop the class.**

- Participation 33 points
  - Students are expected to participate in discussion and be actively engaged when instructor and other students are speaking/presenting

- Report 34 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)

*Recommended*