**COURSE SYLLABUS**

**Social Work 729 ADVANCE FIELD AND FIELD SEMINAR I**

**Term: Fall 2017**

**Instructor: Mary R. Weeden, RN, LCSW, PhD**

**Social Work Department**

**University of Wisconsin Oshkosh**

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| **Office Info:** Swart Hall #209  **Office Hours:** T-3-4:00PM, W-10-4:00PM | **Course:** Field internship and field seminar |
| Th:11:00AM-2:00PM \* | **Time:** Wednesdays: 5:00PM – 6:00PM |
| **Office Phone:** 920.424.7180  **E-mail:** weedenm@uwosh.edu | **Class Room:** Swart Hall #005 |

**\*May vary depending upon site visits**

# COURse Description

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced, concentration specific, field practicum. Students integrate and apply the material learned in the classroom and in the foundation internship/BSW Internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. 5 credits

Prerequisite: Completion of the Foundation Curriculum/Admission to the Advanced Standing Curriculum.

**Text requirements**

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* (2010). (6th ed.). Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:

<http://www.socialworkers.org/pubs/code/code.asp>

National Association of Social Workers – Standards for Cultural Competence. Retrieved from:

<http://www.socialworkers.org/sections/credentials/cultural_comp.asp>

International Federation of Social Workers/International Association of Schools of Social Work

Ethics in Social Work Statement of Principles. <http://ifsw.org/policies/statement-of-ethical-principles/>

Walsh, T. C. (2002). Structure process recording: A comprehensive model that incorporates the strengths perspective. *Social Work Education, 21*(1), 23-34. doi: 10.1080/0261547012106997

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development and/or mastery of the competencies, e.g. agency mission and goals, annual reports, personnel manuals.

**MSW Goals**

1. Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond.
2. Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services.
3. Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well being.
4. Engage in teaching, research, and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well being of those in need.

**ADVANCED YEAR practice COMPETENCIES (Student Learning Outcomes)**

Students are expected to become competent in all nine Practice Competencies and demonstrate all 23 advanced, social work behaviors. Upon completion of this course a student will be competent with the following practice behaviors…

**SEE SEPARATE ADVANCED FIELD COMPETENCY RUBRIC**

**COURSE STRUCTURE AND FORMAT**

**Completion of Required Field Practicum Hours for Fall Semester**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Hours in Field** | **Hours in Integrative Seminar** | **Total** |
| **Fall Semester including Interim (SW 729)** | 250 | 15 | 265 |
| **Spring Semester, including Interim (SW 733)** | 250 | 15 | 265 |

**Total minimum hours required over two semesters: 530**

**The Field Practicum/Internship**

The combined Field Practicum and Integrative Seminar is the capstone experience for the MSW degree and is completed during the final two semesters of the program. In SW 729 students engage in concentration-specific, professional practice for 13.5 hours per week over a 17-week semester. Students are expected to apply their foundational generalistpractice, integrate prior learning and apply MSW course work in order to demonstrate their practice competency in a social service practice setting (Health Care or Mental Health Care). Students will apply theoretical practice models, social work practice methods, and skills to the advanced, agency-based social work experience.

**The Integrative Seminar**

Students are required to attend a one-hour, weekly Integrative Seminar. The seminar affords students the opportunity to reflect on their practice, problem-solve challenges and learn about other relevant practice settings. Students will also be afforded the opportunity to prepare for WI State Advanced Social Work certification (APSW). Completing extra hours in Field will not compensate for missed time in the Integrative Seminar.

Use of a cell phone or other social media is not allowed during class. Students are expected to be present and engaged for all seminar sessions. Computer use is limited to taking notes and completing in-class assignments. Students are expected to use their UW Oshkosh e-mail address and check it daily. Students can expect the instructor to respond to emails within 24-48 hours unless there are specific circumstances.

**Note:** In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be purchased at the University Bookstore or viewed by visiting the Social Work Department’s Home Page at: [http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbookshttp://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks](http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks)

<http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks>

**University of Wisconsin System – Policy Statement on Disability**

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities.

It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services and activities in a non-discriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504. The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit or service to beneficiaries of the university's programs.

**COURSE ASSIGNMENTS AND STUDENT EVALUATION**

General information: The assignments are designed to facilitate development of professional skills. Unless otherwise noted, written assignments will be submitted through the D2L drop-box. All written assignments must adhere to the APA policy, as noted in the Student handbook.

All written assignments are to use the following formatting guidelines, unless otherwise indicated:

1. Submitted as **Microsoft WORD**
2. Typed using a common serif font (e.g. Times New Roman) #12
3. Double-spaced with one-inch margins
4. Include a cover page that includes the student’s name, assignment title, date, course number and instructor except for field logs, which do not require a cover page
5. All pages are to be numbered in the top right margin
6. Use sub-headings where appropriate (see APA style manual)
7. Use third-person perspective unless otherwise noted
8. Use proper grammar, syntax and apply a professional voice
9. Appropriately apply Microsoft WORD formatting for paragraphs, tabs, tables, page breaks, and bulleted/numbered lists.
10. Use APA format for in-text citations and references (APA 6th edition).
11. Cite primary sources when possible and if not possible provide a proper secondary source citation. Wikipedia will NOT be accepted as a legitimate source of credible information. Only Internet-based reports from governmental, educational (.edu, but not for theories) and research institutes will be considered credible. Internet sources. Printed sources should come from peer-reviewed professional journals and published books. Primary sources only for theory citation. Many of these journals are available electronically through the Polk Library. Please cite as printed journal articles if that is the case.
12. Assignments will specify the minimum number of sources that must be reviewed and cited.
13. Label files using the following format: lastname\_assignmenttitle\_date[051812]

**Assignments and Percentage of Overall Course Grade/Grading**

SW 729 is graded on a Pass/Fail basis. Students must earn the equivalent of a grade of **“B” (85%)** or better in order to successfully pass this course. Eighty percent of the grade will be based on performance at the social service agency. The other 20% will be based on seminar activities and required assignments.

**Seminar Attendance and Participation**

Student engagement in the Integrative Seminar will account for 8% of the grade. Students are required to attend all seminar sessions, actively participate, complete assignments with a grade of B or better, and demonstrate leadership during discussions. All absences must be made up via additional assignments and not in the Field placement.

Class Participation: Social Work requires professionals to be engaged, assertive and active. Students are expected to read assigned texts, ask questions, answer questions, actively listen to peers and verbally demonstrate their understanding of the course content. Class participation is mandatory and full credit can only be earned by active engagement with peers and the instructor during class sessions. Failure to do this will result in a reduced grade for the seminar requirement.

Student facilitated discussion**:** each week a student will share an excerpt from their Field log (see appendix I) during the Seminar. Students are responsible to protect client confidentially and only use the client’s first name.

Process Recordings: Students are required to complete two process recordings during the semester (due week 8 and week 17). This learning tool requires the student to critique an interview *with a client* by identifying and analyzing thoughts and emotional reactions/responses to the encounter with the client. Social work values and standards are applied as a guideline for this analysis. The Walsh (2002) reading, posted on D2L will inform this assignment. The written process recording should be 4-5 pages in length and include reflection on specific practice competencies, and social work principles of ethical practice. A suggested outline is posted on D2L.(See Appendix II)

Case Presentation: Students will present one case study in seminar class from their case-load. Offering a brief overview of the client demographics, the student will present a summary of the following in a PowerPoint format:

1. Assessment
   1. Why did this individual/group present to the agency and what the client(s) viewed as their challenges?
   2. Describe the bio/psych/social/cultural/spiritual assessment factors of this case.
   3. Did you, as the social worker, identify additional needs? If so, what were they?
   4. What did the client identify as his/her strengths?
   5. What strengths did you as the social worker identify in this client?
   6. Describe in detail how the following theories could be applicable to your client and this case:
      1. Erikson’s theory of psych/social development
      2. Attachment theory
      3. Person in Environment perspective
      4. Cognitive Behavioral Theory
2. Intervention
   1. What type of intervention(s) did you offer and how does this relate to evidence-based practice (EBP)?
   2. Why did you come to choose this particular intervention?
   3. Was the client involved in the process? Why or why not?
   4. Discuss the response of your intervention.
3. Outcome and Evaluation
   1. What was the outcome of this case?
   2. How does this outcome relate to the EVP research?
   3. Would you have done anything differently and if so, why?
   4. Describe in a reflection, how you feel about your ability to work with clients.

Students need to include a reference page for their presentation.

**Student Learning Contract** **(SLC)**

Students develop a learning contract (2% of total grade) by the end of the last week of September. The learning contract must address each of the nine competencies and all 23 Advanced Practice behaviors. The learning contract will detail the tasks, activities and projects that will be performed during the Field Practicum. Students are to include date/time frames to which the tasks are to be accomplished and indicate HOW they will be measuring each behavior. These tasks and activities will be documented on the SLC Form and submitted to the D2L dropbox by the end of the third week of the fall semester. Student contracts that are not completed and approved by the due date will automatically result in a 2% drop in the grade for SW 729.

Student practice competency is evaluated at the end of the semester via a Qualtrics survey and discussion with the student, Agency Field supervisor, and the Field Instructor. Students are evaluated on the following scale:

1: Student does not demonstrate competency; student needs to take initiative to improve practice competency.

2: Student demonstrates limited practice competency.

3: Student is developing competency that is approaching that of a beginning level MSW professional.

4: Student demonstrates competency at a beginning level MSW professional.

At the end of the Fall semester, students must demonstrate progress in all competency areas, working toward a *minimum* rating of “3” by the Field Instructor as indicated on the Evaluation of Student Mastery of Advanced Level Competencies evaluation. The evaluation in the Field accounts for 80% of the student’s grade in SW 729.

At the conclusion of each semester the student and the Agency Field supervisor will also rate the student’s level of practice competency, using the above scale.

**Field Practice Analysis, Attendance and Participation at the Agency**

Students must complete all required hours (265) in the Field in order to pass SW 729. The Field Practice Analysis provides a mechanism for documenting completed hours and their relationship to practice competency. *Students may not use a particular theory more than twice in one semester.* Field Practice Analyses must be submitted to the D2L dropbox by the stated due date and include the Field Agency supervisor’s signature. Late field logs will result in a reduced grade at the rate of 1% for every day that it is submitted late. Field Practice Analyses that are incomplete will be returned and students are expected to make the appropriate modifications within 72 hours and re-submit them. A student who has more than 3 incomplete field logs in one semester will receive a 5% reduction in grading for this section. Complete Field Practice Analyses logs demonstrate maintenance of a regular field schedule, connect experiences and learning opportunities to the practice competencies, and document required field hours (10% of the total grade). This assignment also demonstrates the professional practice competency. These will be due every other week (total of 8).

Competent completion of required field hours accounts for 80% of the total grade. Deficiencies in field hours from one semester cannot carry over into the next semester unless students have received prior approval. Students who do not complete all logs will not receive a passing grade in SW 729.

**SUMMARY OF STUDENT EVALUATION REQUIREMENTS:**

|  |  |
| --- | --- |
| Student Learning Contract | 2% |
| Seminar Participation | 8% |
| Completion of Field Logs | 10% |
| Completion of Field Hours | 80% |
| Total | 100% |

## COURSE AND FACULTY EVALUATION

Students will complete SOS forms at the end of the semester, an evaluation of the Field placement and any other course evaluation forms/materials needed.

**TOPICAL OUTLINE AND COURSE SCHEDULE\***

| **Dates** | **Content/Activities** | **Readings & Assignments** |
| --- | --- | --- |
| Session #1 | Review Syllabus & course format  Review EPAS and Practice Behaviors  Competency – #1  Self-care plan | Field Manual |
| Session #2 | Competency – #1  Mission and goals of the agency and the role of the social worker.  Review SLC  Student facilitated discussion | Reading: Walsh (2002); Field Manual  Assignments: Field Log |
| Session #3 | Competencies – #2 & #5  Organizational culture: vertical, horizontal, implicit and explicit rules and norms  Student facilitate discussion  Case presentation | Assignments: Field Log  Finalize SLC |
| Session #4 | Competencies – #1, #6, #7, and #8  Ethical decision-making in practice  Student facilitated discussion  Case presentation | Reading: NASW Code of Ethics; IFSW Code of Ethics  Assignments: Field Log |
| Session #5 | Competencies – #3, #5, & #9  Populations served, outcome measures for services and gaps in service  Program Evaluation Project Intro  Student facilitated discussion  Case Presentation | Reading: NASW Cultural Competency Standards  Assignments: Field Log |
| Session #6 | Competencies – #7 & #8  Theory and practice with HBSE: Reality centered  Student facilitated discussion  Case presentation | Assignments: Field Log |
| Session #7 | Competencies – #2, #6, #7, and #8  Engagement, assessment and intervention  Transference and countertransference  Student facilitated discussion  Case Presentation | Assignments: Field Log |
| Session #8 | Competency – #5  Agency policy and change  Student facilitated discussion  Case presentation | Assignments: Field Log  Process Recording #1 due |
| Session #9 | Competencies – #4 and #9  Research related to the context of agency practice  Student facilitated discussion  Case presentation | Assignments: Field Log |
| Session #10 | Competencies – #2, #3, #6, #7, #8, and #9  Issues in field – content and practice  Student facilitated discussion  Case presentation | Assignments: Field Log |
| Session #11 | Competencies – #1, #6, #7, #8, & # 9  Student facilitated discussion  Case Presentation | Assignments: Field Log |
| Session #12 | Competencies – #1, #6, #7, #8, & # 9  Case Presentations | Assignments: Field Log |
| Session #13 | Competencies – #1, #6, #7, #8, & # 9  Case Presentations | Assignments: Field Log |
| Session #14 | Competencies – #1, #6, #7, #8, & # 9  Case Presentations | Assignments: Field Log |
| Session #15 | Competencies – #1, #6, #7, #8, & # 9  Student facilitated discussion  Case Presentations | Assignments: Field Log  Semester evaluation |
| Session #16 | Competencies – #1, #6, #7, #8, & # 9  Student facilitated discussion  Case Presentations | Assignments: Field Log  Semester evaluation |
| Session #17 | Competencies – #1, #6, #7, #8, & # 9  Case Presentations  SOS evaluations | Assignments: Field Log  Process Recording #2 due  Semester evaluation |

\*The instructor reserves the right to alter the schedule and/or assignments as needed to achieve practice competencies.

**Bibliography**

Badger, J. M. (2001). Understanding secondary traumatic stress. *The American Journal of Nursing,* *101*(7), 26-33. doi: 10.1097/00000446-200107000-00017

Coady, N., & Lehmann, P. (2008). *Theoretical perspectives for direct social work practice: A generalist –eclectic approach.* (2nd ed.). New York, NY: Springer Publishing Co.

Dane, B. (2002). Duty to inform. *Journal of Teaching in Social Work, 22*(3/4), 3-20. doi: 10.1300/J067v22n03 02

Garthwait, C. L. (2011). *The social work practicum. A guide and workbook for students.* (5th ed.). Boston, MA; Pearson Education, Inc.

Kanter, J. (2007). Compassion fatigue and secondary traumatization: A second look. *Clinical Social Work, 35*(4), 289-293. doi: 10.1007/s10615-007-0125-1

Maltzman, S. (2011). An organizational self-care model: Practical suggestions for development and implementation. *The Counseling Psychologist, 39*(2), 303-319. doi: 10.1177/0011000010381790

Murphy, B. C., & Dillon, C. (2015). *Interviewing in action in a multicultural world.* (5th ed.). Stamford, CT: Cengage Learning.

Nichols, Q. (2012). *Connecting core competencies. A workbook for social work students.* Saddle River, NJ: Allyn & Bacon.

Nurius, P. S., Kemp, S. P., & Gibson, J. W. (1999). Practitioners’ perspectives on sound reasoning. *Administration in Social Work, 23*(1), 1-27. doi: 10.1300/J147v23n01 01

Radley, M., & Figley, C. R. (2007). The social psychology of compassion. *Clinical Social Work, 35*(4), 207-214. doi: 10.1007/s10615-007-0087-3

Trippany, R. L., White, V. E., & Wilcoxon, S. A. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling, 82*(1), 31-37. doi: 10.1002/j.1556-6678.2004.tb00283.x

Turner, F. J. (ed). (2011). *Social work treatment: Interlocking theoretical approaches.* (5th ed.). New York, NY: Oxford University Press, Inc.

**Appendix I**

**University of Wisconsin - Oshkosh**

**SW 729: Advanced Field and Seminar I**

**Field Practice Analysis**

The field log provides a concrete means for the student to:

* Account for professional activity in the field practicum;
* Demonstrate professional development related to contracted learning experiences and the 9 advanced-year competencies;
* Reflect on professional growth and development;
* Provide information that facilitates dialogue between the student and Field instructor;
* Document for the Field supervisor, concerns, dilemmas and issues as they arise in the agency setting.

Students will complete a weekly log using the format provided below. Logs are expected to be no more than 2 pages in length (single spaced). Due dates are noted in the syllabus and on D2L. Logs must be signed by the Agency Field supervisor. Every log submitted by the student should reflect a unique experience with the client sytem context and provide an example of professional development.

|  |  |
| --- | --- |
| **Student** |  |
| **Concentration** |  |
| **Agency Supervisor** |  |
| **Field Instructor** |  |

Log # \_\_\_\_\_\_\_\_\_\_\_\_\_ From: \_\_\_\_\_/\_\_\_\_\_/20\_\_\_ through \_\_\_\_\_/\_\_\_\_\_/20\_\_\_.

The reported activities account for \_\_\_\_\_\_\_ hours and bring my cumulative total to \_\_\_\_\_\_\_\_\_.

**Describe one intrapersonal/interpersonal strength or challenge that you experienced this week at the Field agency (150-300 words—please be very specific in your description/reflection). Respond to the following prompts:**

1. In what way was the experience a strength/challenge for you?
2. In your assessment how was this experience a strength/challenge/learning experience for others (e.g., client, co-worker)?
3. Describe the social context of the experience.
4. Cite the practice framework (e.g., theory, model..etc…) that best facilitates resolution of the practice challenge or that supports the strength(s) you experienced. Relate this practice framework to your overall practice this week and explain how it is relevant to the practice context.
5. Identify at least one other practice framework that might also be relevant in this week’s practice context. Justify your choice.
6. Identify at least two strengths of your client system that you observed this week.
7. Identify at least two practice behaviors that relate to the experience and that you enhanced as a result of this week’s experiences.

**(Include narrative here)**

## 

## Activity and Related Competency-Advanced Practice Level

Briefly list additional activities completed this week and indicate their relationship to the SLC and Advanced-Practice-behaviors:

|  |  |  |
| --- | --- | --- |
| Practice Behavior | Learning Contract Related Tasks/Outcomes | Specific activity/task during this weekly log period |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

(Expand this chart as needed.)

|  |  |  |
| --- | --- | --- |
| **Required Signatures:** |  | **Date:** |
| Student |  |  |
| Agency Field Supervisor |  |  |
| Field Instructor |  |  |

**Appendix II**

**Process Recording Format (suggested)**

**Event:** Briefly provide a description of the context in which the event took place. Note the circumstances and who was present.

| **Description of what transpired/occurred** | **Student’s reflection: Describe your reaction to the interview/encounter.** | **Instructor**  **Feedback** |
| --- | --- | --- |
|  |  |  |

(Expand table as needed)

**Summary of the Process Recording**

* 1. Identify one area for professional growth related to the situation. Link this to practice competency.
  2. Identify the social work ethical principles that can be applied to the situation.
  3. What did you learn from this experience? Identify activities for self-care.

**Instructor Feedback:**