**SW 493 – Social Work Field Seminar II**

Professor: Credits: 1



Email: Prerequisites: SW 490/SW 492

Phone: 616-331-6550 Co-requisite: SW 491 and SW 495

**MISSION AND GOALS**

**BSW Program Mission**

The mission of the BSW Program is to prepare generalist social workers who enhance and promote well-being and advocate for social, economic and environmental justice of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and to further the goals of the University and of the social work profession in this region and beyond. West Michigan’s unique setting consists of diverse cultural communities as well as urban and rural settings, creating significant potential for skilled social work professionals to make a profound impact on our community.

**BSW Program Goals**

Derived from the BSW program mission statement, the BSW program goals are as follows:

  1.  To provide a generalist social work curriculum in a high quality learning environment that prepares BSW graduates for entry level social work practice that promotes social, economic and environmental justice and endeavors to address poverty and other social problems within organizational, individual, and community contexts within, but not limited to, West Michigan and the state of Michigan.

  2.  To prepare generalist social workers who exhibit a professional commitment to enhancing social justice, promoting human rights, ensuring the dignity and worth of all individuals, practicing with integrity, upholding one or more of the profession’s Code of Ethics, incorporating diversity into their practice, and advancing the profession’s reputation and knowledge base.

  3.  To prepare students for continued professional development opportunities throughout their careers.

  4.  To maximize the strengths and assets within local, regional, statewide, national and international social welfare and human services communities through civic/community engagement in organizing, leading and participating in effective capacity building and social and political action activities.

**University Policies:**

This course is subject to the GVSU policies listed at [https://www.gvsu.edu/coursepolicies/](https://t.e2ma.net/click/6pztkg/u032qy/iro3lx)." (See *University Policies* [SG 3.04.C](https://t.e2ma.net/click/6pztkg/u032qy/yjp3lx) for more details.)

**Accommodation needs:**

Any student in this class, who has special needs because of a learning disability, or other kinds of disabilities, must report to the Disability Support Resources early in the semester. This is a required action if you wish special consideration on class assignments and projects. Also, please feel free to come and discuss this concern with me. For further information check the website at <http://www.gvsu.edu/dsr/> or call 331-2490. The office is located at 215 CON on the GVSU Allendale campus.

**Caring for Students:**

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

**University Emergency Policy:**

Fire: Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

More information is available on the University’s Emergency website located at <http://www.gvsu.edu/emergency>.

**FIELD EDUCATION: THE SIGNATURE PEDAGOGY**

Field Education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work’s core competencies and practice behaviors. Field Education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructors, students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

**FIELD EDUCATION PHILOSOPHY**

In keeping with the most recent practice standards outlined by the Council on Social Work Education, the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing competencies at the MSW and BSW level. Field Education curriculum provides students with an experiential and imitative learning opportunity to explore and use Social Work ideas, concepts and behaviors first encountered in the classroom.

These learning opportunities are designed to further develop professional social work identity, self-reflection and self-awareness, and practice competence in each student. In each semester of field placement students develop concrete and measurable activities that address the competencies using the learning contract and evaluation. The development and monitoring of these activities requires the collaboration of the student, the agency based field instructor and the university based faculty liaison. This model of collaborative competency based Field Education is implemented at both the BSW and MSW level.

Additional emphasis on the integration of coursework into Field Education is provided by the guided Field Education Seminar coursework, providing students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure track faculty actively engaged in teaching. This faculty further insures the reciprocal nature of field practice in courses and the field experience.

This Field Education course requires concurrent attendance with SW 491, Field Education II.

**CORE COMPETENCIES**

Competency 1:

Demonstrate ethical and professional behavior

Competency 2:

Engage diversity and difference in practice

Competency 3:

Advance human rights and social, economic, and environmental justice

Competency 4:

Engage in practice-informed research and research-informed practice

Competency 5:

Engage in policy practice

Competency 6:

Engage with individuals, families, groups, organizations, and communities

Competency 7:

Assess individuals, families, groups, organizations, and communities

Competency 8:

Intervene with individuals, families, groups, organizations, and communities

Competency 9:

Evaluate practice with individuals, families, groups, organizations, and communities

**COURSE DESCRIPTION**

This course assists students in understanding and achieving competence in the social work skills taught and practiced in their field practicum setting. The course requires students to report and analyze field activities with faculty and peers, including the assessment and evaluation of client populations as well as issues related to agency functioning.

Field Education Seminar is designed to be a directed peer learning course where students take significant responsibility for their own and their peer’s professional growth and development. This type of course requires students to be active participants in their own learning and to share their excitement, fears, success and frustrations with classmates. As such, the Field Education Seminar reflects an active learning environment that mirrors the type of trust, support, openness, feedback and safety essential to productive supervision. Emphasis is on the development of competencies and observable behaviors encountered in professional practice. Field Education Seminar focuses on the integration of the knowledge, values and skills of all curricular content in practice and are integrated in the Field Education Seminar through discussions, activities and assignments. The Faculty Liaison is responsible for directing and reflecting upon class discussions to highlight connections among competencies, practice behaviors and identified benchmarks.

**COURSE OBJECTIVES**

After successful completion of the course the students will be able to:

**1.** **Application/Apply:**

Apply values, skills, and knowledge introduced to students in foundation and advanced coursework.

**2. Adaptation/Develop:**

Develop professional social work identity, self-reflection and self-awareness, and practice competence in each student.

**COURSE REQUIREMENTS**

Social Work Field Seminar II integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated during three semesters of a practicum. This experience within a practice setting is intended to prepare BSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education itself students are expected to address all nine core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the nine competencies by the conclusion of field education as evidenced through the evaluation of the learning contract by the field education supervisor and self-evaluation by the student.

**Recommended text(s)**

Grand Valley State University [GVSU], School of Social Work. (2018). *Bachelor of social work field education manual: Policies and procedures.* Grand Rapids, MI: GVSU.

NASW Code of Ethics.

Switzer, H.F. & King, M.A. (2014). The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning. Belmont CA: Brooks/Cole.

**Attendance and Class Participation**

Field Education Seminar is mandatory. Students are expected to be on time for Field Education

Seminar meetings and to remain for the entire duration of the Seminar. Students are not expected

to miss Field Education Seminar. Faculty Field Liaisons will develop make-up assignments for

any missed seminar. However, missing more than one Field Education Seminar may be grounds

for receiving a “no credit” grade in Field Education. Field Education and Field Education

Seminar are inextricably related; failure to receive a “credit” grade in Field Education Seminar

will result in a “no credit” grade in both Field Education II and Field Education Seminar II. If you

have an unexpected emergency that prevents you from attending seminar, it is your responsibility

to contact your Faculty Liaison immediately.

**Grades**

This is a credit/no credit course. Grades are based upon factors that include, but are not limited to

completion of 15 hours of Field Education Seminar attendance, class participation, Field

Education Supervisor and Faculty Field Liaison evaluation of performance in Field Education,

and satisfactory performance in both Field Education and Field Education Seminar.

**Assignments**

|  |  |
| --- | --- |
| Case Presentation | 30pts. |
| Journal Assignments | 21pts. |
| Learning Contract (Common Assignment) | 40pts. |
| Attendance and Participation | 19pts. |

**CASE PRESENTATION**

Each student will choose to present a micro or macro case. For a micro case presentation, the goal of this assignment is for the student to learn how to summarize a case history, identify current needs and unresolved issues as well as to present it orally for peer consultation and feedback. Students will use a case from their field placement that involves a client/family system. Students are encouraged to use a client or situation they have been directly involved with, however, if this is not possible students should ask the field supervisor to suggest an agency case or situation.

For a macro case presentation, the goal of this assignment is for the student to learn how to summarize an issue/situation, identify current needs and unresolved issues as well as to present it orally for peer consultation and feedback. Students will use an issue/situation from their field placement. Students are encouraged to use an issue or situation they have been directly involved with, however, if this is not possible students should ask the field supervisor to suggest an issue or situation.

Students will prepare an oral presentation for the class. Each presentation is limited to 10-12 minutes and will be followed by group problem-solving discussion for an additional 10-12 minutes. Time frames should be adhered to as best as possible to help teach students how to summarize case information, stay on task, and maintain focus during meetings that involve this type of presentation. The presentation is expected to be professional and delivered as if presenting to a team at the student’s field placement. Be sure to consult with your field supervisor before presenting.

**The following guidelines are to be used to structure a micro presentation:**

**Relevant non-identifying information about the client:** i.e.: Age-range, identified gender, who client lives with, etc. Complete a geno-gram: a diagram of family structure demonstrating the strength of the relationships between family members.

**Referral source:** How was the client referred to your agency? By another agency, court-ordered, friend, website, etc.?

**Presenting Problem:** What brought the client to your agency? How long has the problem been going on? What effects is this problem having on other areas of the client’s life?

**History of the Presenting Problem:** From the areas below, discuss how these impact the client. How do internal factors affect the client? How do external factors affect the client?

**Internal Factors – Related to client**

Social History Family History Medical History

Work History Psychological Tests Mental Status Sexual History

**External Factors – Related to Agency/Macro-Scope:**

Social Problem Program Development

Funding Issues Resource Allocation

**Organizations Involved:** Discuss how other agencies/systems are involved with the client and rate the strength or stress in each relationship (strong, tenuous/weak, stressful, no relationship, etc.). Complete an eco-map demonstrating the relationships.

**Past Efforts to Resolve Issue:** Has this been an issue for the client before? How have they tried to resolve it in the past? Were previous attempts ever successful? What strengths does the client possess that will aide them in addressing the problem?

**Student Observations:** Describe your understanding of why things are as they are for the client. This may reflect one or more theoretical perspectives. Describe what it is like for you to be working with this client.

**Questions of Group:** Ask the group 1-2 open-ended questions about the case that promotes further discussion. For example, what intervention strategies could be used in this case? What ethical dilemmas do you identify?

**The following guidelines are to be used to structure the macro presentation:**

1. Describe the presenting organizational or community issue or situation.
2. Complete a written eco-map, showing how other agencies/systems are involved.
3. Describe how it was determined that you should work on this issue. Who are you working with? How often do you meet? What is your role in this process?
4. What research, interviews or surveys have you done to understand the issue better?
   1. What have you found from this investigation?
   2. Is there anything missing from your research?
5. What is the political climate around this issue? How might change affect clients, staff, the organization, other organizations, and the greater community?
6. What is the history of this policy, community need, program need or action?
7. What do you plan to do to address this need? What other ways did you consider?
8. If you have implemented this plan, how are you monitoring it? How is it going?
9. What are the problems or difficulties you are having?
10. Propose 1-2 open-ended questions to the class for discussion. For example, what other strategies do you suggest? What ethical dilemmas do you identify?

**RUBRIC FOR CASE PRESENTATION**

Student displays professional demeanor/presentation: 5 points

(use of professional language, professional appearance, professional behavior during presentation)

Student provides clarity in presentation: 5 points

(ability to be clear and concise while presenting)

Student is able to effectively facilitate group discussion: 5 points

(student asks relevant questions to group, able to keep discussion going)

Student provides appropriate use of visual aids: 5 points

(geno-gram and eco-map are used)

Presentation provides relevant content and structure/organization: 5 points

(presentation is easy to follow, is well organized, content is pertinent to case)

Student is able to effectively deliver the information within the allotted time frame: 5 points

(presentation is not too short or long)

**Case Presentation Total: 30 points**

**REFLECTIVE JOURNAL ASSIGNMENT**

A total of seven journals will be due throughout the semester. Journal entries are to be submitted via email or Blackboard. Students are required to relate each of your journal entries to one or more of the nine competencies. Please make sure I know which competency you have chosen. For the first journal, students are to interview their field supervisor relative to ambivalence and ethical dilemmas in social work. For all other journals, students are to choose a sentence stem (from below) and provide a thorough answer.

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| --- | --- |
| **Week** | **Journal Topic** |
| 1 | Interview your supervisor relative to ambivalence and ethical dilemmas in social work practice:  Ask your supervisor to talk about a time they were ambivalent about how to proceed with a client or work situation. What ethical issues were identified in the situation? How did your supervisor manage their personal values in a way that allowed professional values to guide their practice? How did your supervisor decide what to do? Did your supervisor consult the NASW Code of Ethics or another framework for ethical dilemmas? What did you learn from this conversation? What competency does this topic most relate to and why? |

For all other journals:

* Share an ethical dilemma that concerns you and ideas to resolve the ethical dilemma.
* Consider and discuss what your thoughts were about\_\_\_\_\_\_ prior to your internship. How have your thoughts changed over time? What influenced the change?
* Discuss a time you had to make a decision at your internship about\_\_\_\_\_\_ How did you make your decision? What factors did you consider? What was the outcome of your decision?
* I am feeling uneasy about\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_ What steps could you take to ease this concern?
* I would describe my professional identity as \_\_\_\_\_\_\_\_\_. I know this because \_\_\_\_\_\_\_\_.
* I learned to manage emotional reactions by \_\_\_\_\_\_\_\_\_
* When I think about ending my internship it brings up\_\_\_\_\_\_\_. I am feeling \_\_\_\_\_\_\_\_.
* Discuss interesting/difficult/stressful/rewarding experiences at your internship with an individual, group, family, organization or community
* Discuss any work affecting you personally – countertransference, ‘pushing buttons’ etc.
* Discuss the skills you are developing/utilizing. How do you know you are building these skills?
* Discuss the areas in which you need to develop more skills. How do you plan to further develop the skills?
* Discuss a technique/intervention/approach you tried, what worked well, what you can improve
* Discuss a challenge you experienced at your internship and how you worked through it
* Discuss a value that you encountered in practice and how that value influenced your work
* Discuss an “ah ha” moment when you were able to see something you learned in a class, play out at your internship
* Discuss an interaction you had with a client, colleague, or supervisor and what you learned from this interaction
* Share a success you had this week. What made it a success?
* Discuss the results of an interaction with a person who is in some way culturally different from you. Share any thoughts or feelings you had during the interaction.
* Share an instance where you felt confident in your role. Describe the situation/encounter from beforehand, during, and afterwards.
* Share what you learned about a policy that impacts social work practice
* I advocated by……
* I demonstrated my professionalism….
* I researched\_\_\_\_\_\_ and the used the research by……
* I responded to feedback by…

**REFLECTIVE JOURNAL** **GRADING RUBRIC**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Points** | **Definition** |
| Satisfactory Content | 2 | Rich in content; insightful analysis; strong in critical thinking and self- reflection; ideas and observations are well structured, accurate use of vocabulary and grammar, few errors. |
| Partially Satisfactory | 1 | Partial responses or some questions unanswered, some insight and analysis but not as in depth; ideas and observations are more loosely associated, some writing and grammatical errors. |
| Inadequate Content | 0 | Questions unanswered or superficial; little analysis or self-reflection, obvious writing and grammatical errors |
| **Competency** | **Points** | **Adequacy** |
| Satisfactory | 1 | Competency identified; thorough explanation why/how the competency relates to the journal topic |
| Unsatisfactory | 0 | Competency not identified; poor explanation why/how the competency relates to the journal topic |

**LEARNING CONTRACT/EVALUATION**

A learning contract will be completed as part of your Field Education. The learning contract is due within the first four weeks of the semester. Late submissions will be penalized with a reduction in points. At the end of the semester, the learning contract will be used as an evaluation of your progress in Field Education. A grade of “credit” for field education and seminar cannot be awarded until the evaluated learning contract is received. (40 points)

|  |  |
| --- | --- |
| Learning Contract | 40 |

**ATTENDANCE AND PARTICIPATION**

**GRADING RUBRIC**

Field Education Seminar is mandatory. Students are not expected to miss seminar, missing more than one Field Education Seminar may be grounds for receiving a “no credit” grade in Field Education. Field Education and Field Education Seminar are inextricably related; failure to receive a “credit” grade in Field Education Seminar will result in a “no credit” grade in both Field Education II and Field Education Seminar II.

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| --- | --- |
| Class Participation | 19 |

**REFERENCES**

Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2015). *Educational policy and accreditation standards* [EPAS].