

 <p>GRAND VALLEY STATE UNIVERSITY SCHOOL OF SOCIAL WORK</p>	<p>SW 492: Social Work Field Seminar I</p>
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Professor:
Email:
Phone: 616-331-6550

Credits: 1
Co-requisites: SW490

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.

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 4015 JHZ Building on the GVSU Allendale campus.

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>"

Chalk and Wire Requirement

All students are required to purchase and use Chalk and Wire, at a minimum, to upload the one Common Assignment listed for each required course. This assignment is clearly noted in each syllabus. In addition, the School of Social Work STRONGLY encourages students to upload every other written assignment into Chalk and Wire as an “artifact”.

Uploading your Common Assignment, and scoring of this one document by the faculty member, is the primary mechanism the GVSU School of Social Work has to assess how all of our students are progressing in developing competencies. This assessment is required for our continued accreditation by the Council on Social Work Education (CSWE), which provides significant added value for your BSW degree.

Chalk and Wire serves as a “cloud” and provides remote off-site storage of all uploaded documents for you in case of loss/theft/crash of your computer.

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 490, Field Education I.

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 I 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 MSW 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 conclusions of field education as evidenced through the evaluation of the learning contract by the field instructor 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 I and Field Education Seminar I. 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 Instructor and Faculty Field Liaison evaluation of performance in Field Education, and satisfactory performance in both Field Education and Field Education Seminar.

Assignments

Agency Presentation	20pts
Journal Assignments	21pts
Learning Contract (Common Assignment)	40pts
Attendance and Participation	19pts

AGENCY PRESENTATION

The purpose of this assignment is to develop your understanding of the Field Education agency and to share that understanding with other students. Students are required to interview their colleagues at the field placement site to gain the information. Do not simply rely on the agency's website for information. Please address each area listed below. You should present the information using Power Point or Prezi. Be creative! The presentation should last no more than 10 minutes. Please submit a copy of the agency presentation on Chalk and Wire by the date you are presenting.

1. Name/location/phone number of the agency (2 points)
2. Identify the services/programs the agency provides. If applicable, identify what program are you assigned. (2 points)
3. What is the presenting problem and/or needs of the clients who seek services at the agency? (2 points)
4. What, if any, is the eligibility requirement(s) for services? (2 points)
5. How does the agency/program receive its referrals? (2 points)
6. As future social workers, name one thing you want your peers to remember about the agency. (2 points)
7. What is your role at the agency and what are your primary responsibilities? (2 points)
8. Share one of your learning experiences at the agency thus far. (2 points)
9. What excites you about completing your Field Education placement at this agency? What skills do you anticipate learning and practicing at your Field Education placement? (2 points)
10. What do you think will be your greatest challenge during Field Education? What is your plan for overcoming that challenge? (2 points)

REFLECTIVE JOURNAL ASSIGNMENT

A total of seven journals will be due throughout the semester. Journal entries are to be submitted via Chalk & Wire. They are due by noon on the day our seminar meets. Also, you 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. In your journal I expect you to reflect on the questions posed, but also identify your feelings and thoughts, demonstrating self-awareness. If you'd like to journal about something other than the questions provided, you may do so.

Week	Journal Topic
2	What aspects of this field placement do I feel confident in and why? What aspects do I feel unsure about and how will I address these? What competency does this topic most relate to and why?
3	How does it feel to you to not know what to do and say all the time in your field placement? How are you handling the ambiguities and uncertainties that you face in your internship practice? What competency does this topic most relate to and why?
4	Given your experiences in your field placement thus far, describe with some detail what you regard as the major differences in how you are learning contrasted to your usual learning in a sit-down campus course. What are you "learning" about how you learn now? What competency does this topic most relate to and why?
5	How is supervision handled at your field placement? Are you given time to discuss the

	issues that are important to you? What are the pros and cons of the way supervision is structured? What competency does this topic most relate to and why?
6	Does your field placement agency have a social media policy (i.e. Facebook, Twitter, YouTube)? If so, what does it say? How have you seen social media impact your agency? What are the implications of social media for social workers? What competency does this topic most relate to and why?
7	Describe a time in your placement when you learned from a mistake. How did you respond to the situation? How did the other party respond? What did you take from this situation? What competency does this topic most relate to and why?
Due TBA	What have been your greatest challenges during the semester? How have you responded to these challenges? How has this seminar been useful to your growth as a social worker? What can you do to get more out of seminar next semester? What competency does this topic most relate to and why?

REFLECTIVE JOURNAL GRADING RUBRIC

Questions	Points	Definition
Satisfactory Content	2	Responses to all questions present; 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 GRADING/CHALK AND WIRE RUBRIC

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
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**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 I and Field Education Seminar I.

Class Participation	19
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REFERENCES

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