

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6532	CURRENT COURSE TITLE: FOUNDATION FIELD INSTRUCTION & SEMINAR I
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: 1ST SEMESTER SEMINAR AND SUPERVISION OF INTEGRATION OF COURSE WORK WITH THE FIELD EXPERIENCE.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	N/A

Faculty contact, email and complete phone number:
 Elwood Hamlin, ehamlin@fau.edu 561-297-2864

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: _____ _____ _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6532 Sec. 003 CRN. 83880
Foundation Curriculum Field Education and Integrative Seminar I
3 Credits

Semester: Fall 2012
Semester Dates: 8/18/12-12/7/12

Classroom: SO 318
Class Times: 7:10pm-10:00pm

Instructor:
Everiste Ambris, MSW

Office Hours: Mon. 2:00pm-4:00pm
Wed 12:00pm-2:00pm

Phone: 954-236-1165
Fax: 954-236-1065
Email: eambris@fau.edu

Office Location: ES 287 (Davie Campus)
Web: www.fau.edu/ssw
Blackboard: <http://blackboard.fau.edu>

COURSE DESCRIPTION

The purpose of the Field Education in Social Work course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provides the student with the opportunity to demonstrate competencies in generalist social work practice. The main objective of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. In some sessions the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. Through group discussion, assignments and student presentations, the focus is consistently on individuals' personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become beginning professional social workers.

RELEVANCE TO EDUCATIONAL PROGRAM

The Council on Social Work Education (2008) describes field education in the total social work curriculum to be the "signature pedagogy" of social work education. This term indicates that field education is intrinsic to social work education and where the student is able to transform and demonstrate that he or she is a "professional social worker". Following the academic model, students will be required to apply and demonstrate the core CSWE (2008) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of this Foundation Field Education Integrative Seminar. Students must successfully complete a minimum of 400 hours of field education.

COURSE COMPETENCIES

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these competencies and practice behaviors:

Identify as a professional social worker and conduct oneself accordingly.

- Advocate for individual clients access to the services of social work (PB 1a).¹
- Demonstrate personal reflection and self-correction in reflection to assure continual professional growth. (PB 1b).
- Function within clearly defined professional roles and boundaries (PB 1c)
- Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).
- Engage in professional development opportunities that set the stage for career-long learning e.g. agency seminars, professional conferences, workshops, online courses (PB 1e)
- Use supervision and consultation in social work practice (PB 1f).

Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with individuals (PB 2d).

¹ PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals (PB 3a).
- Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).
- Demonstrate effective oral and written communication in working with individuals (PB 3c).

Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB 4b).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- View themselves as learners and engage individual clients as cultural informants (PB 4d).

Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination (PB 5a).

Engage in research-informed practice and practice-informed research.

- Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients (PB 6a).
- Use research evidence to inform practice decisions with individual clients (PB 6b).

Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with individuals (PB 7a).
- Critique and apply knowledge to understand person and environment, including the use of systems theory (PB 7b).

Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b).

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement:

- Substantively and affectively prepare for action with individuals (PB 10a).
- Use empathy and other interpersonal skills with individuals (PB 10b).
- Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).

Assessment:

- Collect, organize, and interpret client data, including the use informal and standardized instruments.
- Assess client strengths and limitations, including personal strengths and support systems (PB 10e).
- Develop mutually agreed-on intervention goals and objectives for individual clients (PB 10f).
- Use evidence-based practice to select appropriate intervention strategies for practice with individuals (PB 10g)

Intervention:

- Initiate actions to achieve organizational goals in relation to practice with individuals (PB 10h).
- Implement prevention interventions that enhance client capacities, including task-centered interventions, crisis intervention, client-centered counseling, and case management (PB 10i)
- Help clients resolve problems (PB 10j).
- Negotiate, mediate, and advocate for individual clients (PB 10k).
- Facilitate transitions and endings in relation to practice with individuals (PB 10l).

Evaluation:

- Critically analyze, monitor, and evaluate interventions with individuals (PB 10m).

Teaching Methodologies:

The seminar provides the opportunity for the student to begin the process of integrating theory and research information into daily practice with clients. The seminar allows students the time to process their successes and needs, to share with other students what they are learning, and to build on the knowledge, skills, and practice behaviors acquired through their agency-based experience. In addition to the group discussions the students will do presentations to the class.

REQUIRED DOCUMENTS, COURSE ASSIGNMENTS AND GRADING:

A. COURSE DOCUMENTS:

The following items are not graded but are required on the due date. All required documents are due on the dates indicated in the Course Outline. **If late, 2 points will be deducted from the final grade for every day late.**

1. Memo of Understanding - Students are to review the Memo of Understanding found on Blackboard. Students must print out **only the last page**, sign that form that they have read the entire Memo of Understanding and turn in the last page only to the field seminar on the date specified in the syllabus.
2. Facilitation Form - This form is found on Blackboard. Students are responsible for downloading the form, word processing the completed form and turning it in at the field seminar on the date specified in the syllabus.
3. Field Report: This form is available on the blackboard. Students are to turn the Field Reports in on the dates specified in the syllabus.
4. Log of Field Hours - Students are to use the log of field hours provided on Blackboard to record their hours in the agency. A copy of the log should be turned in to the seminar instructor on the dates as indicated in the syllabus. The student will retain the original log until the end of the semester when it is turned in at the final seminar class. The log needs to be signed off by the agency field educator verifying the student's attendance in the field agency.
5. Educational Learning Plan (ELP) The educational learning plan contains the goals and objectives paired with the activities that the student will engage in to achieve them while at the agency. This will be agreed upon and signed by the student, the field educator, and the seminar instructor. This plan may include additional agency-based assignments that will need to be completed by each student. The seminar instructor will provide feedback on the draft and the student will make

revisions and submit a final ELP. Both the draft and the final ELP will be submitted to the seminar instructor by the dates posted in this syllabus.

6. Mid-Term Progress Report and Final Field Evaluations: The agency field educator completes a mid-term progress report and a final field evaluation each semester. These are standard forms provided in the Field Manual, on the social work web site, on Blackboard, and will be available for electronic delivery to the field instructor. The student is to ensure that the field educator completes the progress report and evaluation on time and submits the final evaluation electronically. The final evaluation must also be printed, signed by both the field educator and student and turned in on the date specified in the syllabus. The mid-term and final evaluation will evaluate the competencies and practice behaviors expected in this course. The student must receive an overall "Satisfactory" rating in order to pass the course.

B. Graded Field Assignments:

1. Organizational Assessment and Presentation (50%):

Part One: The student will prepare a written assessment and PowerPoint of the organization where he/she is completing their field placement. The written assessment and PowerPoint will be provided to the seminar instructor at least one day before the student presents the material orally to the class. The organizational assessment will demonstrate the student's competency in assessing an organization in various components including, but not limited to: clients served, decision-making, communication, supervisors' roles, formal training, teamwork, morale, client power, quality of work, and recommendations to address needs.

Part Two: An oral presentation of the information will be completed with an opportunity for questions by members of the class. In addition, any agency brochures or other material will be shared with each class member. The format of presentation will be posted on Blackboard (PB3c).

2. IPE/SAGE Reaction Paper (30%):

Each student will write three 2 page reaction papers regarding their objective and subjective experience at the 2 IPE trainings and the 1 SAGE visit. These papers will be word processed and double spaced with APA style margins. The reaction paper will be due on 12/4/12. Students may email or drop off papers to the Boca campus.

3. Class Attendance and Participation (20%):

Students are expected to actively participate in class and add meaningful and appropriate discussion to the seminar.

Site Visits – The seminar instructor or a member of the field staff will visit the student and the field instructor at their agency at least once during the semester to review the student learning assignments in the agency, student progress in achieving their learning plan, and their overall performance within the agency. *Should problems arise in field, extra site visits, additional hours, corrective action planning or Student Success Conference may be used to correct problems*

B. GRADING

The Foundation Year Integrative Seminar I is a 3-credit course that includes a minimum of 200 hours of actual supervised field education practice. The student will be responsible for completing their practicum in a community social service agency and participating in a three hour concurrent integrative seminar that meets every other week for duration of the fall and spring semesters.

The student will receive a combined grade based on performance in both the supervised community field education experience **and** the integrative seminar. All of the competencies and practice behaviors will be the primary area of evaluation. The grade for the field education and integrative seminar is given by the seminar instructor and takes into consideration timely completion and quality of course assignments, seminar attendance and participation, observed ability to integrate theory and practice as demonstrated in seminar discussions and the agency field supervisor's evaluation of student performance.

If a student leaves the placement without permission of the School of Social Work Field Education Program, it will be considered unethical behavior and abandonment of the internship and the student may not be replaced in another internship.

The final grade is based on field education experience and seminar work. Students must receive a passing grade in the integrative seminar **and** an overall satisfactory rating in the field education experience in order to satisfactorily pass the course. Students may not proceed to the next semester of coursework in the field with a grade below a "C" or an incomplete in field education from a previous semester.

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

CLASS ATTENDANCE AND PARTICIPATION

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements

for professional behavior, *attendance for all classes is required*. Seminar punctuality, regular attendance, presentation of assignments on the assigned date, and consistent appropriate participation are expected. Students are expected to attend all seminar sessions and to have read all assigned material prior to class. If some event prevents class attendance, the student must leave a message for the seminar instructor.

Attendance at the first seminar class is mandatory. If a student misses the first class, they will not be allowed to continue in the course.

More than one absence from the seminar in a given semester, excessive tardiness, or patterns of leaving early may result in a lowered or failing grade in the course. Students may be asked to present a written excuse from a healthcare provider for absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the field internship and seminar*. If a student misses more than 1 seminar – whether or not there is a documented, excused absence – the student may receive a lowered or failing final grade.

All written assignments are due at the beginning of the class period of the date specified in the Course Outline. Failure to submit an assignment on time may result in the final grade being lowered. Refer to the Graduate Catalog, Academic Irregularities and Students' Academic Grievances for further information.

INCOMPLETE POLICY

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

The student must be performing satisfactory level work on all assignments due to date at the time that the “incomplete” is requested. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.

Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner.

The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. If the work is not completed, the “Incomplete” will automatically become an “F” grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student's responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

Accountability: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*

Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom.
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback*

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

CONSEQUENCES OF UNACCEPTABLE BEHAVIOR

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

Academic cheating, lying, or plagiarism.

Behavior judged to be in violation of the NASW Code of Ethics.

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.

Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).

Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).

Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM:

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion. There should be no use of cellphones or texting. **Cell phones should be placed on the off or silent mode as to not disrupt the classroom experience. Use of cellphone devices within the classroom will be viewed as unprofessional behavior.**

TEXTBOOKS

NASW Code of Ethics

FAU School of Social Work Field Manual

All texts previously required in your core social work courses.

Please visit **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information.

IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

Students in this course are automatically enrolled on Blackboard. The site will provide additional course information, assignments, announcements, and course tools. Instructions on the use of Blackboard may also be found on the web site. The student's login for Blackboard is the same as their FAU e-mail username.

You will need to check your FAU e-mail address frequently. Your FAU e-mail address will be listed by default and will be the e-mail address that is used in this course. Announcements and instructions may be sent by e-mail between classes. Students are responsible for being aware of all announcements and instructions routed through your FAU e-mail address.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - LA-240 (954-236-1222), in Jupiter - SR 110 (561-799-8010), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>. **RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

COURSE OUTLINE AND ASSIGNMENTS

The following outline may change as the course progresses, given student interests and needs. Please complete any required readings prior to the class when we will be discussing them.

8/21/12 – Introduction to Course & Safety in the Field

Review course syllabus

Introduce students to the following aspects of the field education experience: expectations, objectives and focus of seminar.

Review importance of values in social work

Review assignments for the course

Discuss setting goals and objectives for the educational learning contract

8/28/12 – Supervision and Evaluation

Goal Setting & Record Keeping in Social Work

Discuss safety precautions while doing field

Discuss the importance of record keeping and documentation in social work

Discuss confidentiality in social work

Discuss the process of developing goals and objectives

Discuss student's agency networking presentation

Assign agency networking and case presentation dates

Required Reading: Field Manual

9/4/12 - Professional Relationships & Supervision

Discuss interpersonal and professional relationships

Discuss and explore issues related to dual relationships

Discuss effective communication and conflict resolution

Discuss collaboration with other professionals

Discuss effective involvement in supervision and varying supervisory styles

Assignment Due: Memorandum of Understanding

Signature Page only of Memo of Understanding

9/11/12 – Inter-professional Education *

9/18/12 – Inter-professional Education *

***Students will be assigned to one of the above days to go to the IPE training.**

9/25/12 – Ethics and Justice

Discuss ethical and legal issues in social work
Discuss ethical dilemmas
Explore ethical decision-making
Discuss informed consent

Required Readings: NASW Code of Ethics

Assignment Due:

**Facilitation Form
Draft Educational Learning Plan
Field Report
Log of Field Hours
Organizational Assessment Presentations**

10/2/12 – No Class

10/9/12 – Agency and Community

Discuss agencies and their organization, systems, and policies
Discuss effective communication, assertiveness, and time management
Review the case presentation assignment
Discuss diversity in agency based practice
Develop an awareness of one's own knowledge base regarding diversity
Discuss barriers to culturally competent practice in agencies

Assignments Due: **Mid-Term Progress Report
Organization Assessment Presentations**

10/16/12 No Class

10/23/12 Inter-professional Education_*

10/30/12 Inter-professional Education_*

***Students will be assigned to one of the above days to go to the IPE training.**

11/6/12 - Self Awareness and Communication

Discuss challenges of working in social work
Discuss how one's own personal values, history, styles and issues influence practice
Discuss organizational and environmental challenges
Discuss sources of stress, burnout, and burnout prevention/intervention
Discuss caretaking and rescuing
Discuss resistance and the "difficult client"
Discuss coping strategies

Assignments Due: **Final Signed Educational Learning Contract
Field Report
Organizational Assessment Presentations**

11/13/12 No Class

11/20/12 SAGE Visit at Abbey Delray

11/27/12 Termination and Practice Evaluation

To discuss closure and the termination process in social work
To discuss the use of evaluation and assessment in the practice arena

Assignments Due: **Organizational Assessment Presentations**

12/4/12 No Class [Reaction Paper Due by e-mail or in SO 303]

12/11/12 - Students will Discuss Verbal Evaluation of Field

Assignments Due: **Final Evaluation
Copy of Signed Semester Log of 200 Field Hours
SPOT Evaluation (Completed in Class)**

Organizational Assessment Presentations

[Continue keeping original Log of Hours during the spring semester. Turn in copy only at the end of the fall semester]

Remember the syllabus is an outline and may change as the course progresses.

Assignments are due on the dates in the course outline.

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

BIBLIOGRAPHY:

Alle-Corliss, Lupe & Alle-Corliss, Randy. (1998). Human Service Agencies: An Orientation to Fieldwork. Pacific Grove, CA: Brooks/Cole Publishing Co.

Kagle, J. D. (1991). Social Work Records. Illinois: Waveland Press, Inc.

Sheafor, Bradford & Horejsi, Charles. (2003). Techniques and Guidelines for Social Work Practice. Boston, MA: Allyn and Becon Publishing Co.

Royse, David; Dhooper, Surjit-Singh & Lewis-Rompf, Elizabeth. (2003). Field Instruction A Guide for Social Work Students. Boston, MA. Pearson Education, Inc.

Beckett, Chris & Taylor, Hilary. (2010). Human Growth and Development. Thousand Oaks, CA. SAGE Publication, Inc.

Schneider-Corey, Marianne & Corey, Gerald. (1998). Groups Process and Practice. Pacific Grove, CA: Brooks/Cole Publishing Co.

SUPPLEMENTARY REFERENCES:

All previous and current course materials are relevant and serve as a resource for this seminar. In addition, master bibliographies are available for this course and all social work courses in the Social Work Suite, SO 303, at the Boca Campus. Students are encouraged to take advantage of these reference materials.