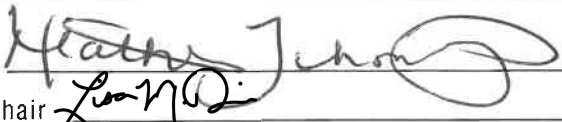
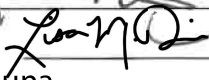


FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____
	Department <u>School of Social Work</u> College <u>Social Work and Criminal Justice</u>		UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
Current Course Prefix and Number SOW 6533		Current Course Title Field Instruction/Integrative Seminar II	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add Remove * Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Change description to: Change prerequisites/minimum grades to: Change corequisites to: SOW 6618 Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Joy McClellan/ jmccl2@fau.edu/ 561-297-2864			
Approved by Department Chair <u></u> College Curriculum Chair <u></u> College Dean Naelys Luna UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>7/14/2021</u> <u>10/6/21</u> _____ _____ _____ _____ _____	
Digitally signed by Naelys Luna Date: 2021.10.08 09:57:34 -04'00'			

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6533 Section 004 CRN 11189 (3 Credit Hours)
Field Instruction/Integrative Seminar II**

Semester: Spring 2020	Classroom: SO 304
Semester Dates: 01/11/2020 - 05/08/2020	Class Times: Mondays 9:00am-11:50am
Instructor: Everiste Ambris, MSW	Office Hours: ES 287 Mondays: 12:00pm-2:00pm Thursdays: 12:00pm-2:00pm & by appointment
Phone: Office: 954-236-1165	Office Location: (Davie campus)
Fax: 954-236-1065	Web: www.fau.edu/ssw
Email: eambris@fau.edu	Canvas: https://canvas.fau.edu/

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <http://cdsi.fau.edu/ssw/wp-content/uploads/sites/11/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

The Foundation Year Integrative Seminar II is a 3-credit course that includes a minimum of 200 hours of actual supervised field education practice including the hours for the IPEP and SAGE projects. The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar on scheduled dates. The purpose of the Field Instruction and Integrative Seminar course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provide 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. Participation in FAU's Office of Interprofessional Education and Practice (OIPEP) Interprofessional Education (IPE) program is mandatory. This program includes online modules and Senior Aging Geriatrics Education (SAGE) visits as part of this course and will provide the student with opportunities for cross discipline work with the FAU College of Medicine, FAU College of Nursing, and the Palm Beach Atlantic University School of Pharmacy focusing on the aging population of South Florida.

Academic Service – Learning

This course is designated as an “academic service learning” course. The work you do for the agency/organization during your academic service-learning (AS-L) experience a service to the community and will allow you to apply knowledge from the course to local, national, and global issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. paragraphs to the course description.

Relevance to Educational Program

The Council on Social Work Education (2015) describes field education as the “signature pedagogy” of social work education. This term indicates that field education is central to social work education, helping students “build a habit of mind that allows them to think and act in the same manner as experts in the field” (p. 21). Following the academic model, students will be required to apply and demonstrate the core CSWE (2015) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of this Generalist Field Instruction and Integrative Seminar. Students must successfully complete a minimum of 400 hours of field education, with 200 hours being completed in the fall (SOW 6532) and 200 hours in the spring semester (SOW 6533).

Educational Objectives

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social Workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social Workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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. Students need to be prepared to present/discuss a case/client/ethical concern in each class.

Course Assignments

The following 3 items are not graded but are required on due date. All required documents are due on the date indicated in the Course Outline. No e-mail submission will be accepted

Documents:

1. Log of Field Hours: Students are to use the log of field hours form provided on Canvas to record their hours in the agency. This log must be scanned using a proper scanner and uploaded into Canvas on the dates indicated in the syllabus. There are two submissions to the log. Both submission should be signed by the agency field instructor verifying the student's attendance in the field agency.
2. Mid-Term Evaluation: The agency field instructor completes a mid-term evaluation by the date specified on syllabus. The information to process the mid-term evaluation will be sent to the field instructor by the IPT computer database. The student is to ensure that the field instructor completes the correct form electronically and in a timely manner. The field instructor will complete and discuss the mid-term evaluation with the student. The student will receive an e-mail from IPT that the form is ready and that their signature is required. The student will sign and upload the document into Canvas.
3. Final Field Evaluation: The agency field instructor completes a final field evaluation by the dates specified on the syllabus. The information to process the final evaluation will be sent to the field instructor by the IPT computer database. The student is to ensure that the field instructor completes the correct form electronically and in a timely manner. The student will receive an e-mail from IPT that the form is ready and that their signature is required. The student will sign and upload the document into Canvas. The student must earn a satisfactory score (3) or better to pass the class.

Graded Seminar Assignments:

All required documents are due to be uploaded into Canvas by 11:59 PM on the date indicated in the Course Outline. Students will need to use a proper scanner device to upload and transmit the completed assignments to Canvas. The University and public library has scanners that students can use. Students will need to upload the individual specific assignment under that assignment name. Assignments uploaded under a different assignment name will not be accepted. No smart phone pictures of assignments will be accepted. Please give yourself sufficient time for on time submission of assignment. No e-mail submission will be accepted. **If late, students could lose up to 50% of their points for each late assignment.**

1. Field Report #1 (5 points): Students are to use the field report form provided on Canvas. Students must word process the form and professional uploaded by 11:59pm of the date(s) specified in the syllabus.
2. Summative Field Report (5 points): This form is available on the Canvas and is a summary of field agency experiences and evaluation of agency. It is uploaded into Canvas by the date specified on the Syllabus
3. Group Writing Assignment (15 points): Each student will be asked to write about their group experience from their field education at each seminar. The discussion is guided by the format provided by the seminar instructor and can be found on Canvas. The assignment must be submitted into Canvas by due date.
4. Process Recording (20 points): Each student will complete a process recording with an individual client. *The process recording should be discussed in at least the first supervision meetings with your field instructor.* Total interaction time with the client should be at least 30 minutes to successfully complete the process recording assignment. **Up to 5 points will be deducted if there are no comments from the field instructor in the assigned column. Also up to 5 points will be deducted if there are no student and or Field Instructor signature.** Please make your supervisor aware of this assignment during your first supervision meeting in order to allow time to be assigned a client. The format will be provided and posted on Canvas.
5. Cultural Competency Class Activity (10 points): Each student will be required to discuss and process a Cultural Competency in class activity. Students will be placed in groups for this assignment. Each student will have the opportunity to participate in a respectful and professional manner. This will help students to work across a diverse population.
6. Attendance (10 points per class – 30 points total): Class participation does not only include speaking at the beginning of class about your agency concerns and successes; but actively contributing positively and professionally in classroom discussion. To get full credit, a student will need to make conscientious contributions to class on a regular basis. Students must also attend the class to receive any credit for in class assignments.
7. IPEP/SAGE Requirements (15 points): The IPEP/SAGE program for this semester will include introductions, assessments, and reporting. There is also a writing assignment required of all student participants. All items for this program is included on a Canvas course. You will receive an invitation to participate in the course. Pay attention to program dates and required assignments. The writing assignment must be uploaded to your SOW 6533 course by the due date for credit. The point break down is as follows: Attendance 5 points each (10 total) and a written assignment 5 points.

The student will receive a combined grade based on performance in both the supervised community field education experience, IPE, SAGE, and the field 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. IPE/SAGE attendance and participation is required. Failure to submit required documents as required for the IPE and SAGE program will cause a loss of points according to the designated points as stated in section 7.

Students must receive a passing grade in the integrative seminar and an overall satisfactory rating in the field education and IPE/SAGE 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.

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.

CLASS and IPEP/SAGE ATTENDANCE AND PARTICIPATION

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, the student will treat coming to classes as he or she would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is mandatory. Seminar punctuality, regular attendance, presentation of assignments on the assigned date, and consistent, active participation are expected.* All written assignments are due on Canvas by 11:59pm of the date specified in the course outline. Failure to submit an assignment on time may result in a lowered or failing grade for the final grade.

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, IPED and SAGE, is mandatory.*

It is your total responsibility to sign in on the attendance at each seminar class and IPED/SAGE training and or visits. If you do not sign in on the logs/sign in sheet, you will be counted as absent.

Given the Council on Social Work Education's requirements for professional behavior, attendance for all classes is mandatory.

- If the student does not attend class for any reason, 10 points per infraction will be deducted from the final semester grade.
- Two points will be deducted if the student is late for class, leaves early or comes back late from break.

- If some event prevents class attendance, the student must leave a voice message on the seminar instructor's office or cell phone or send an email to the seminar instructor.
- Students may be asked to present a written excuse from a healthcare provider for an absence due to illness or other documentation for other circumstances.
- If the student misses an IPED or SAGE visit/activity, there will be a loss of up to 15 points. See previous 'Graded Seminar Assignments' section #7 on this syllabus. Absence from the SAGE visits will impact your entire IPE team as you have a specific activity that must be integrated into the outcome assignment.

Your final grade will be based on the following weighted distribution:

Attendance	30%
IPEP/SAGE	15%
Field Reports	10%
Written assignments (process Recording and Group Paper)	35%
In Class Participation	10%

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.

TEXTBOOKS:

1. NASW Code of Ethics
2. FAU School of Social Work Field Manual

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

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

<i>Class/Unit</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
1/14/20 Face to Face Class	• Welcome • Review Semester Plans and Group Discussions • Review syllabus and semester assignments • Update second semester class schedule • Discuss cases and round table sharing • Discuss group written presentation	• Updated Facilitation form (if supervisor changed) • Update Competency Based Learning Contract (if changes were made)
2/4/20 and 2/18/20	• IPEP SAGE Visits	
2/25/20 Face to Face Class	• Cultural Competency • In Class Group Activity and Discussion	• Spring Mid-term Evaluation • Field Report #1 • Log of Field hours
3/3/20	• No Class – Online Assignment Submission	• Process Recording Due-Upload through Canvas
3/31/20	• No Class – Online Assignment Submission	• Group Writing Assignment
4/14/20 Face to Face Class	• Review year's progress • Exit and field surveys are completed • Focus group IPEP review-	• Final Field Evaluation • Final Log of Field Hours • Summative Field Report

* 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.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class

University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Student Accessibility Website:	http://www.fau.edu/sas
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

Bibliography

Books:

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Journal Articles:

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Website:

100 Books Every Social Worker Should Read:

<http://mswonlineprograms.org/great-social-work-books/>

The instructor reserves the right to adjust this syllabus as necessary.

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