

FLORIDA ATLANTIC UNIVERSITY	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		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 <b>SOW 6536</b>		Current Course Title <b>ADVANCED YEAR FIELD INSTRUCTION AND INTEGRATIVE SEMINAR II</b>	
<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: <b>SOW 6611</b>  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: <b>Spring 2022</b>		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone <u>Dr. Joy McClellan/ jmccl2@fau.edu/ 561-297-2864</u>			
Approved by Department Chair <u><i>Naelys Luna</i></u> College Curriculum Chair <u><i>Naelys Luna</i></u> College Dean <u><i>Naelys Luna</i></u> UGPC Chair <u><i>Christopher Beetle</i></u> UGC Chair <u><i>Paul R. Peluso</i></u> Graduate College Dean <u><i>Robert W. Stackman Jr.</i></u> UFS President _____ Provost _____		Date <u>7/14/2021</u> <u>10/6/21</u> _____ Nov 12, 2021 _____ Nov 12, 2021 _____ Nov 12, 2021 _____ _____ _____	

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**  
**MSW PROGRAM**  
**SOW 6536 SECTION 003 CRN 11357**  
**ADVANCED YEAR FIELD INSTRUCTION AND INTEGRATIVE SEMINAR II**  
**ONLINE COURSE**  
**3 credits**

<b>Semester: Spring 2020</b>	<b>Classrooms: ONLINE</b>
<b>Semester Dates: 1/08/18-5/5/18</b>	<b>Class Times: ONLINE</b>
<b>Instructor: Joy McClellan, LCSW</b>	<b>Office Hours: Tuesday: 9:00 AM -3:00 PM.</b>
<b>Phone: 561-297-2864</b>	<b>Office Location: SO 308</b>
<b>Fax: 561-297-2866</b>	<b>Web: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a></b>
<b>Email: <a href="mailto:jmcclel2@fau.edu">jmcclel2@fau.edu</a></b>	<b>Blackboard: <a href="http://blackboard.fau.edu">http://blackboard.fau.edu</a></b>

**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 purpose of this seminar is to assist social work graduate students matriculating in the concentration curriculum in integrating theoretical models and concepts with practice experience gained in concurrent field education. The concentration curriculum seminars and concurrent practice prepare students to integrate skills and knowledge acquired through participation in courses throughout the entire social work curriculum. It provides opportunities for the sharing of clinical cases to assist the student in integrating the community/clinical concentration with practice experience.

Students are asked to take an active role in their learning by critically examining previous and current classroom learning with the field education experience. Discussion and role-play provide the student with the opportunity to gain professional and peer feedback regarding the application of clinical/community social work knowledge. Students will apply critical thinking skills to clinical/community concentration practice at the advanced level in a variety of settings and with a wide range of client populations. Attention will be directed to practice issues surrounding vulnerable and diverse populations.

### **RELEVANCE TO THE EDUCATIONAL PROGRAM:**

The concentration curriculum integrative seminars are required courses that run concurrently with the community/clinical concentration field education experience. Students apply the knowledge, skills, and values learned from curriculum content including theories of human behavior and development, applied policy issues, applied research principles, advanced practice theory, population-based courses, human diversity, and psychopathology, and administrative concerns to practice in a social service setting. The integration of theory and practice is facilitated by the concentration curriculum integrative seminars.

### **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:

**1. Identify as a professional social worker and conduct oneself accordingly.**

Demonstrate professional use of self with clients. CB 1a

**2. Apply social work ethical principles to guide professional practice.**

Apply ethical decision making skills to issues specific to clinical practice. CB 2a

**3. Apply critical thinking to inform and communicate professional judgments.**

Critically evaluate theory and evidence-based knowledge when applying it to unique client systems. CB 3a

**4. Engage diversity and difference in practice.**

Identify and use practitioner/client differences from a strengths perspective. CB 4a

**5. Advance human rights and social and economic justice.**

Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. CB 5a

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

Use research methodology to evaluate clinical practice effectiveness or outcomes. CB 6a

**7. Apply knowledge of human behavior and the social environment.**

Synthesize and differentially apply theories of human behavior and the social environment to

guide clinical practice. CB 7a

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Evaluate the impact, intended or unintended, of agency and public policies, on client systems and clinical practice. CB 8a

**9. Respond to contexts that shape practice.**

Anticipate and respond to the contextual variables that affect practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts. CB 9a

**10. Competency 10 (EP 2.1.10(a)–(d))—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Engagement:**

Develop a culturally responsive therapeutic relationship. CB 10a

Attend to the interpersonal dynamics and contextual variables that both strengthen and potentially threaten the therapeutic relationship. CB 10b

Establish a relationally based process that encourages clients to be more equal participants in the establishment of treatment goals and expected outcomes. CB 10c

**Assessment:**

Use multi-dimensional, evidence-based, bio-psycho-social-spiritual assessment tools. CB 10d

Assess client's readiness for change. CB 10e

Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. CB 10f

Select and modify appropriate intervention strategies based on continuous clinical assessment. CB10g

Use differential and multi-axial diagnosis. CB 10h

**Intervention:**

Critically evaluate, select, and apply best practices and evidence-based interventions. CB 10i

Collaborate with other professionals to coordinate treatment interventions. CB 10k

Use clinical evaluation strategies to assess the effectiveness of their interventions. CB 10l

**COURSE LEVEL OBJECTIVES:**

Upon successful completion of this course, learners will be able to:

- Utilize professional values and ethics in practice, including the effective use of self-disclosure and boundaries.
- Effectively engage in therapeutic relationships with diverse populations, reflective of their context of practice.
- Prepare to apply for and obtain licensure as a Licensed Clinical Social Worker in the State of Florida.
- Choose appropriate interventions for clients, based on evidence-based practice.
- Engage in self-care collaboratively with other students or clinicians within their agency.
- Explore options for post-MSW development and education.



**TEACHING METHODOLOGY:**

The concentration curriculum integrative seminar in community/clinical social work with children/adolescents and families, adults and families, and elders and families will include student's utilizing their weekly field education experiences as a forum to explore the integration of social work theory with field education experience. Online group discussions, online case consultations, and videos of role plays may be utilized to further explore issues as they arise in the student's field experiences.

Site Visits – During the spring semester, sometime near or after the midterm, the seminar instructor, or a member of the field faculty will arrange a time for a conference call with the student and field instructor. *Should problems arise in field, extra site visits, corrective action planning or student reviews may be used to correct problems.*

**COURSE DOCUMENTS, ASSIGNMENTS AND GRADING:**

**Ungraded Assignments:**

All documents and assignments are due on the date listed in the syllabus.

The following 3 items are not graded but are required on the due date.

1. Log of Field Hours - Students are to use the log of field hours provided on Blackboard to record their hours in the agency. This log should be turned in to the seminar instructor as indicated in the syllabus. The original signed final log needs to be signed by the agency field instructor verifying the student's attendance in the field agency and turned in in the last class.
2. Midterm Field Evaluation - The agency field instructor completes a mid-term evaluation by the date specified on the facilitation form and syllabus. This is a standard form provided on survey monkey. The student is to ensure that the field instructor completes the form in a timely manner. The student must earn an overall competency rating of 3 or better on the midterm field evaluation to satisfactorily pass the course. The student is to ensure that the field instructor completes and returns this form to the seminar instructor by the date posted in this syllabus.
3. Final Field Evaluation - The agency field instructor completes a final field evaluation by the dates specified on the facilitation form and syllabus. This is a standard form provided on Survey Monkey. The student is to ensure that the field instructor completes the form in a timely manner. The student must earn an overall competency rating of 3 or better on the final field evaluation to satisfactorily pass the course. The student is to ensure that the field instructor completes and returns this form to the seminar instructor by the date posted in this syllabus.

4. Alumni Information Form – This form is available on Canvas and should be brought to the final class.
5. Student Evaluation of Field Placement Form – This form is available on Canvas and should be brought to the final class.

### **Graded Assignments (100 points):**

There are ten assignments in this course. Each is worth 10 points, or 10 percent of your grade.

**Clinical Field Reports:** Students are to use the clinical field report form provided on Canvas. Students must complete the form and submit via Canvas on the 3 dates specified on the syllabus. Each report is worth 10 points for a total of 30 points.

**Discussions:** Students are to engage in a variety of group tasks and discussions. Specific assignment criteria are listed in detail on Canvas. There are five assigned discussions, and they are all worth 10 points each, for a total of 50 points or 60% of their grade.

**Assignments:** Students are to submit two graded assignments, a micro paper reflection on intersectionality, and a draft of their RCSWI application. Details are available on Canvas. Each assignment is worth 10 points, for a total of 20 points.

### **GRADING:**

The Concentration Curriculum Field Instruction & Integrative Seminar is a 3-credit course that includes a minimum of 300 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 on scheduled dates during the semester.

This course is a graded course. The student will receive a grade of based on performance in both the supervised community field education experience and the integrative seminar. 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.

The final grade is based on field education experience and seminar work. Students must receive a grade of C or better in the integrative seminar and an overall competency rating of 3 or better on the midterm and final field evaluations to satisfactorily pass the course.

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-  
77 – 79% = C+

60 – 62% = D-  
0 – 59% = F

## TEXTBOOKS:

### Required Texts:

- NASW Code of Ethics
- FAU School of Social Work Field Manual

Please visit the **Canvas Web site** for this course for additional information. IMPORTANT: Canvas 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 Canvas. The site will provide additional course information, assignments, announcements, and course tools. Instructions on the use of Canvas may also be found on the web site. The student's login for Canvas 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.

## Course Outline:

Date	Details	
Tue Jan 28, 2020	Assignment <u>1. Group Task &amp; Discussion</u>	due by 11:59pm
	Assignment <u>1. Reflection on intersectionality.</u>	due by 11:59pm
Tue Feb 11, 2020	Assignment <u>2. Clinical Field Report 1</u>	due by 11:59pm
	Assignment <u>2. Discussion: Photo Voice</u>	due by 11:59pm
Tue Feb 25, 2020	Assignment <u>3. Clinical Field Report 2</u>	due by 11:59pm
	Assignment <u>3. Draft of RCSWI Application</u>	due by 11:59pm
	Assignment <u>3. Log of Field Hours</u>	due by 11:59pm
	Assignment <u>3. Midterm Evaluation</u>	due by 11:59pm
Tue Mar 10, 2020	Assignment <u>4. Presentation Assignment &amp; Discussion</u>	due by 11:59pm
Tue Mar 24, 2020	Assignment <u>5. Discussion: Self-Care</u>	due by 11:59pm
	Assignment <u>Clinical Field Report 3</u>	due by 11:59pm
Tue Apr 28, 2020	Assignment <u>6. Discussion: Final Reflection</u>	due by 11:59pm
	Assignment <u>6. Final Evaluation</u>	due by 11:59pm
	Assignment <u>7. Final Log of Field Hours</u>	due by 11:59pm

**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 ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)-- in Boca Raton - SU 133 (561-297-3880), in Davie – LA 203 (954-236-1222), or in Jupiter - SR 110 (561-799-8585), -- and follow all SAS 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>.

**ATTENDANCE**

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.

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed. Please advise the instructor at the beginning of the term if you require accommodations for religious holidays. **CODE OF**

**ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**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>.

## BIBLIOGRAPHY: FIELD SEMINAR ALL LEVELS

### 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/>