FLORIDA ATLANTIC UNIVERSITY

SCHOOL OF SOCIAL WORK

SOW 4511 Sec. CRN

Field Education in Social Work Part 1

6 Credits

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| --- | --- |
| **Semester:** Fall 2014 | **Classroom:**  |
| **Semester Dates:**  | **Class Times:**  |
| **Instructor:**  | **Office Hours:**  |
|   | **Office Location:**  |
| **Fax:**  | **Web:** [www.fau.edu/ssw](http://www.fau.edu/ssw) |
| **Email**:  | **Blackboard:** [http://blackboard.fau.edu](http://blackboard.fau.edu/) |

**BSW Program Mission**

The mission of our BSW program is to educate competent and compassionate social workers for entry level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

**BSW Program Goals**

* To prepare competent and compassionate BSW graduates for evidence-based generalist social work practice based on the integration of self-awareness, knowledge, professional values and ethics, critical thinking, and interpersonal skills.
* To prepare BSW graduates to become community-engaged practitioners who understand and can work effectively with diverse populations and contemporary problems in south Florida, including health and aging, children welfare, healthy environments, disaster preparedness and response, immigration, culture and diversity, ethics, health disparities, and social and economic inequities.
* To provide BSW graduates with an appreciation for how knowledge is discovered, challenged, and transformed, including a desire to pursue continued professional development through lifelong learning.
* To prepare BSW graduates who wish to pursue an MSW with the knowledge, skills, and experiences that they will need to pursue graduate education.

**COURSE DESCRIPTION**

This is the first of two field courses designed to allow those students who wish to take their field hours over two semesters. Students enrolled in this course will take SOW 4512

to complete the field education requirement

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 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 seminar for discussing issues 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 level generalist social workers.

**Relevance to Educational Program**

This course 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”. Field Education in Social Work is the final course in the BSW curriculum. Following the academic model, students will be required to apply and demonstrate the core CSWE (2008) competencies of generalist social work practice behaviors. The student will demonstrate the knowledge, skills, and values absorbed in the BSW social work courses in a social service agency setting. This integration of theory and practice will be further facilitated by work done as part of this Seminar. This course is only offered to senior social work majors. Students must successfully complete a minimum of 200 hours of field education per semester as well as all seminar requirements.

**Competencies and Practice Behaviors**

The Council on Social Work Education’s Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Students will be able to demonstrate these competencies and practice behaviors to successfully complete this 12 credit course extended over two semesters.

**Identify as a professional social worker and conduct one's self accordingly.**

* Advocate for individual clients access to the services of social work (PB 1a).[[1]](#footnote-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).

**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 of 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 documentation, Assignments and Grading:**

1. **Required DoCumentation**

All assignments are due on the dates indicated in the Course Outline.

Facilitation Form: (SOW 4511 only) 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.

Memo of Understanding: (SOW 4511 only) Students are to review the Memo of Understanding found on blackboard. Students must print out only the last page, sign the form that they have read the entire Memo of Understanding and turn in only the last page to the field seminar on the date specified in the syllabus.

Log of Field Hours: Students are to use the time log provided on the Blackboard to record their hours in the agency. Time logs need to be signed off weekly by the agency field educator verifying the student’s attendance in the field agency. Students are to turn both the time logs in on the dates specified in the syllabus.

Field Report: This form is available on the blackboard. Students are to turn the Field Reports in on the dates specified in the syllabus.

Competency Based Learning Contract: This document articulates the CSWE mandated 2008 competencies and practice behaviors. Students are to work with their field instructors to devise a plan for the student to prove competency in all 41 practice behaviors. A “cheat-sheet” of measurements is also provided. Students will turn in a draft document on the date listed in the syllabus and then make corrections as per the seminar instructor.

Mid-Term Student Evaluation and Final Student Evaluations – The agency field instructor completes a mid-term and a final student evaluation each semester. These are standard forms provided in the Student 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 instructor completes the evaluation on time and submits them electronically. Both evaluations must also be printed out, signed by both the field instructor and student and turned in on the date specified in the syllabus. The mid-term and final evaluations will evaluate the competencies and practice behaviors expected in this course.

**B. Assignments**

Organizational Assessment and Presentation: (SOW 4511 only) Part One: The student will prepare a written handout and PowerPoint of the material where he/she is completing their field placement. The written handout will be provided to the seminar instructor and the class at least one day before the student presents the material orally to the class. The Organizational Assessment presentation will demonstrate the student’s competency in assessing an organization in various components including, but not limited to: clients served, interventions provided, evaluation procedures, follow-up, and current contexts that shape practice delivery. It will also explore weaknesses or needs and recommendations to address those 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). The student must receive a total of 80 points for this assignment in order to receive a satisfactory grade for the assignment.

Process Recording: (SOW 4512 only) Students will be required to submit one process recording during the semester. The format and an example of a process recording assignment are posted on Blackboard. **This assignment will need to be reviewed by the field instructor so that the student can benefit from feedback.** This assignment must be completed in order to get a satisfactory grade in the seminar course.

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.*

**c. GRADING**

Field Education in Social Work (SOW 4511) is a 6-credit course. The grading for the course is determined as follows:

 Field Internship 60%

 Field Seminar: 40%

Sixty percent of the course is completed through participation in actual supervised field practice in a community social service agency for a minimum of 200 hours (approximately 16 hours per week). The remaining forty percent is achieved by participation in the Integrative Seminar which will meet on the dates designated in the syllabus. A satisfactory grade can only be achieved by demonstrating acceptable work in both the supervised field education and in the Integrative Seminar.

Performance on assignments will be evaluated according to the following criteria: timeliness, organization, clarity, creativity, quality, articulation of generalist practice principles, demonstration of critical thinking skills and overall written and verbal presentation. All of the competencies and practice behaviors will be the primary area of evaluation.

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.

Students may earn either a Satisfactory or Unsatisfactory grade in Field Education. If at any point during the semester a student is assessed as not satisfactorily meeting the educational objectives, options and recommendations will be made by the Seminar Instructor based on individual circumstances. It is the students’ responsibility to keep the Seminar Instructor informed of any difficulties around the field experience!!

**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.

More than one absence from the seminar in a given semester, excessive tardiness, or patterns of leaving early may result in an unsatisfactory 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 an unsatisfactory 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 an unsatisfactory final grade. 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 Unsatisfactory 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 many 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.

**Textbooks**

**NASW Code of Ethics**

**FAU School of Social Work Field Manual**

**All texts previously required in your core social work courses. If the text is no longer in the student’s possession, then notes, handouts and other course materials may be substituted.**

Please visit **Blackboard Web site** for this course at [http://blackboard.fau.edu](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](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 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 - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), 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/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.

**CODE OF ACADEMIC INTEGRITY**

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/ctl/4.001_Code_of_Academic_Integrity.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/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at [http://www.fau.edu/ssw/msw.](http://www.fau.edu/ssw/msw/)

**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.

(Date)– Introduction to Course & Safety in the Field

Review course syllabus and seminar expectations

Review importance of values in social work

Orient students to the NASW Code of Ethics

Discuss competencies, practice behaviors and measures for the CBLC

Discuss safety precautions while doing field

(date )–( SOW 4511 only) Supervision and Evaluation

 Goal Setting & Record Keeping in Social Work

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 presentation dates*

Required Reading: **Field Manual**

Assignments Due: **Field Report**

 **Facilitation Form**

 **Signature Page only of Memo of Understanding**

 **Log of Field Hours**

 **Application for Degree (due -9/13/13) ?**

(date) –(SOW 4511 only) 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

Assignments Due: **Draft of Competency Based Learning Contract**

 **Organizational Assessment Presentations**

(date) – Ethics and Justice

Discuss ethical and legal issues in social work

Discuss ethical dilemmas

Explore ethical decision-making

Discuss informed consent

Discuss how one’s own personal values, history, styles and issues influence practice

**Required Readings:** NASW Code of Ethics

Assignment Due: **Organizational Assessment Presentations (**SOW 4511 only)

(date)–( SOW 4511 only) Agency and Community

Discuss agencies and their organization, systems, and policies

Discuss organizational and environmental challenges

Discuss effective communication, assertiveness, and time management

Review the case presentation assignment

Assignments Due: **Final Signed Educational Learning Contract**

 **Organizational Assessment Presentations**

(date)–( SOW 4511 only) Cultural Diversity in the Field

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**

 **Field Report**

(date)– Graduate School/ The Job Search Process:

Discuss students’ future plans in social work

Discuss graduate school and continuing education

Discuss employment interview questions

Discuss sexual harassment in the work place

Discuss sources of stress, burnout, and burnout prevention

Discuss coping strategies

Discuss caretaking and rescuing

Discuss the following aspects of becoming a professional: the job search, writing a resume, the job interview

Assignments Due**: Process Recording ( SOW 4512 only)**

(date) - Termination and Practice Evaluation

Discuss closure and the termination process in social work

Discuss the use of evaluation and assessment in the practice arena

Complete Alumni survey

Discuss networking and continuing education goals

Complete evaluation of field education seminar and agency

Assignments Due: **Final Evaluation (SOW 4512 only)**

 **Final Signed Log of Field Hours**

 **Alumni Survey (Completed in Class) (SOW 4512 only)**

 **Agency Evaluation (Completed in Class) (SOW 4512 only)**

 **SPOT Evaluation (Completed in Class)**

\* In the event of a hurricane warning, see [www.fau.edu](http://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.

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, Boca Campus. Students are encouraged to take advantage of these reference materials.

Bibliography:

Baird, B. (2011). *The internship practicum and field placement handbook: A guide for the helping professionals*. (6th ed.). Boston, MA: Allyn & Bacon.

Birkenmaier, J., & Berg- Weger, M. (2011). *The practicum companion: Integrating class and field work*. (3rd ed.). Boston, MA: Allyn & Bacon.

Cournoyer, B. (2000). *The social work skills workbook*. (3 rd ed.). Belmont, CA: Wadsworth Publishing Company.

Cummins, L., Sevel, J., & Pedrick, L. (2012). *Social work skills for beginning direct practice*. (3rd ed.). Boston, MA: Pearson Education, Inc.

Garhwait, C. (2011). *The social work practicum: A guide and workbook for students*. (5th ed.). Boston, MA: Allyn & Bacon.

Gibbs, L., & Gambril, E. (1999). *Critical thinking for social workers: Exercises for the helping profession*. (2nd ed.). Thousand Oaks, CA: Pine Forge Press.

Hogan-Garcia, M. (1999). *The four skills of cultural diversity comptence: A process for understanding and practice*. Belmont, CA: Wadsworth Publishing company.

Nichols, Q. (2012). *Connecting core competencies: A workbook for social work students*. Boston, MA: Allyn & Bacon.

Royse, D., Surjit Singh, D., & Romph, E. (2010). *Field instruction: A guide for social work students*. (6th ed.). Boston, MA: Allyn & Bacon.

Strom- Gottfried, K. (1999). *Social work practice: Case activities and exercises*. Thousand Oaks, CA: Pine Forge Press.

Ward, K., & Sakina Mama, R. (2010). *Breaking out of the box: Adventure based field instruction*. (2nd ed.). Chicago, IL: Lyceum Books, Inc.

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. [↑](#footnote-ref-1)