

FIELD PRACTICE SEMINAR I FALL TERM 2009

Kathleen Boland Ph.D., LCSW, ACSW
Curtis 232, Ext. 3499,
kpboland@cedarcrest.edu

Course **SWK 345 70-71**

Credits 3

Suzanne Weaver, LSW, ACSW
Curtis 233, Ext. 3500
slweaver@cedarcrest.edu

Course Domain:

Senior seminar will attempt to secure the base for beginning generalist practice with individuals, groups, organizations and communities. The seminar is taken concurrently with field practice and provides an opportunity to integrate and reconcile theoretical concepts and principles learned in other social science and social work courses and apply them in working with social work practitioners in the field. The objective of the seminar is also for the student to examine in some detail the varying social work theoretical perspectives and how social work research can monitor and evaluate individual practice efficacy with clients.

As the students enter the field as interns for the first time her/his concerns will be more on the practice issues. Therefore, we will focus on these practice issues the first half of the semester and move from the concrete toward the more abstract the second half of the semester. The integration of theory and practice is the keystone of this course. A range of theoretical approaches consistent with a generalist social work framework will be discussed.

Students will examine personal values in relation to professional values and ethics. A social work paradigm for resolving value conflicts will be discussed. Students will begin to develop a professional self through their field experience, peer consultation and supervised group discussions.

The context of human diversity, life span development and social systems model will be explored. Students will benefit from moving back and forth between conceptual and practice applications.

Democratic Classroom

This classroom will be conducted in accordance with the principles of the Democratic Classroom. To the greatest extent possible, we will create a climate of equality among peers as it relates to shared participation and respect for one another. The professor will endeavor to collaborate with students in meeting their learning needs. The faculty and students will work together to develop the weight of the assignments using the shared graded worksheet. We will incorporate self and peer evaluation into the grading process as much as possible.

Course Objectives:

Weekly active participation in the Field Education Seminar is extremely important to ensure the student's integration of field practice with social work theory. Upon completion of the course, students will be able to:

Program Competency 2.1.3

1. Use critical thinking skills in the application of generalist problem solving skills with the clients in the agency setting.

Program Competency 2.1.4

2. Understand and apply the theoretical base for intervention on all levels of client systems of various sizes and types.
3. Apply social work knowledge, values and skills in direct practice with all types of clients and agencies in relevant classroom discussions and journal entries.

Program Competency 2.1.1, 2.1.2

4. Demonstrate an ability to engage and maintain a therapeutic relationship through the professional use of self based on social work values and ethics.

Program Competency 2.1.4

5. To practice without discrimination using knowledge and intervention skills with clients at different developmental levels as well as varied cultural backgrounds.

Program Competency 2.1.4

6. Develop knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

Program Competency 2.1.8

7. Practice effectively within the structure of service delivery system by understanding and assessing agency policies, practices, hierarchy, service delivery and how they impact on practice.
8. Critically assess and use theoretical framework supported by empirical evidence by written process recordings, journal entries and case narratives while respecting client confidentiality.

Program Competency 2.1.6

9. Evaluate pertinent research studies and apply them to practice by using a single subject research design to evaluate a case from direct practice.

10. Develop an understanding and ability to work effectively with different client systems by accessing community resources in diverse areas of social work practice.

Program Competency 2.1.1

11. Develop a professional use of self through self-reflection and a congruent application of self to professional social work practice.

Program Competency 2.1.1, 2.1.2

12. Understand and apply social work values and their ethical implications to professional practice.
13. Develop an awareness of personal values and be responsible for professional ethical conduct in field practice.
14. Use supervision in field practice in order to function effectively as a baccalaureate-level social work professional within the structure of the agency.
15. Communicate effectively with different client populations, colleagues and members of a community.

Course Outcomes:

Students will demonstrate understanding of how generalist skills, relevant social work theory and social work knowledge, values and skills apply in the agency setting

Assessment: Student will maintain a weekly journal that reflects social work knowledge, concepts, principles, theory, values and skills and issues found in the student's field education experience.

Students will understand and relate social work values and ethical implications to professional practice as well as develop awareness of personal values and ethical conduct.

Assessment: Students will demonstrate understanding of the ethical implications of practice by applying a case example of an ethical dilemma in a scholarly paper

Students will demonstrate an ability to relate the theoretical base for intervention in work with clients.

Assessment: will apply a strengths based theoretical approach to a client assigned in the field experience and demonstrate understanding of the theory through a written scholarly paper.

Students will demonstrate the ability to objectively evaluate his/her own performance to assess the extent to which intervention objectives are attained. Students will use social work research techniques in testing specific practice theory approaches utilized.

Assessment: Students will demonstrate how research findings can be used during each stage of the problem solving process using a single-subject design. These findings will be written in a scholarly research paper.

Textbooks:

Loewenberg, F., Dolgoff, R., & Harrington, R. (2005). *Ethical decisions for social work practice* (7th ed.). Itasca, IL: F. E. Peacock.

Saleebey, D. (1997). *Strength perspective in social work practice*. (3rd ed.). Boston: Allyn and Bacon.

Recommended Readings:

Avery, A., Chase, J., Johanson, L., Litvak, Montero, D., & Wydra, M. (2007). America's changing attitudes toward homosexuality, civil unions, and same gender marriages. *National Association of Social Work Journal*, 52 (1), 71-79

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *National Association of Social Work Journal*, 51(1), 63-70.

Crisp, C. (2006). The gay affirmative practice scale (GAP): A new measure for assessing cultural competence with gay and lesbian clients. *National Association of Social Work Journal*, 51(2), 115-126.

Early, T., & GlenMay, L. (2000). Valuing the family: Social work practice with families from a strength perspective. *Social Work*, 45(N-2), 118-130.

Gibelman, M., Gelman, S. (2001). Learning from the mistakes of others: A look at scientific misconduct in research. *Journal of Social Work Education*, 37(2), 241-254.

Jayarathne, S., Croxton, T., & Mattison, D. (2002). Race, practice behaviors and the NASW code of ethics. *Journal of Social Science Research*, 28(3), 65-89.

MacFarlane, C. (2006). My strength: A look outside the box at the strengths perspective. *National Association of Social Work Journal*, 51(2), 175-176.

Mattison, M. (2000). Ethical decision making: the person in the process. *Social Work*, 45(3), 201-212.

McGoldrick, G. P. (1996). *Ethnicity and family therapy*. New York: Guildford Press.

Millstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges and ethical dilemmas. *Journal of Contemporary Human Services*, 81(3), 270-282.

Padgett, D. (1999). Research practice debate in a qualitative research context. *Social Work*, 44, 280-282.

Reamer, F. (1998). The evolution of social work ethics. *Social Work*, 43, 488-500.

Reamer, F. (2006). Documentation in social work: Evolving ethical and risk-management standards. *National Association of Social Work Journal*, 50(4), 235-334.

- Rothman Cassuto, J. (1998). *From the front lines: Student cases in social work ethics*. Boston: Allyn & Bacon.
- Rothman, J. (2007). *Cultural Competence in process and practice: Building bridges*. Boston: Allyn, & Bacon.
- Versen, G. (1995). Be Careful, It's a Jungle Out There: A Look at Risks in Field Placement. *The New Social Worker*, 2, 7-8.
- Walker, R., & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*, 36(3), 449-462.
- Walz, T., & Ritchie, H. (2000). Gandhian Principles in Social Work Practice: Ethics Revisited. *Social Work*, 45(3), 213-222.

Suggested Readings:

- Berger, R., McBreen, J., & Rifkin, M. (1996). *Human behavior: A perspective for the helping professions*. White Plains, NY: Longman Press.
- Conda, E. (1998). *Spirituality in social work: New directions*. New York: Haworth Press.
- Germain, C., & Gitterman, A. (1991). *The life model of social work practice*. New York: Columbia University Press.
- Konie, C. (1989). *Social work: Day by day*. New York: Longman Press.
- Lafland, J. (1995). *Analyzing social settings: A guide to qualitative observation and analysis*. Belmont, CA: Wadsworth.
- Rothman, J. (1998). *From the front lines: Student cases in social work ethics*. Boston: Allyn & Bacon.
- Taylor, P., & Daly, C. (1995). *Gender dilemmas in social work*. Washington, DC: N.A.S.W. Press.

Course Requirements:

Any assignment turned in late will result in the drop of a letter grade per day late.

The Cedar Crest Honor code must be upheld on all assignments. Any breach of the Honor Code will result in an "F" for the assignment of the course.

1. Students are required to read the course material critically, seeking applications to their agency work. Various social work journals and texts will be placed on reserve in the library. These readings will relate to topics and case materials covered in the seminar. Students are asked to come to class prepared to discuss the assigned readings and their applications. They are to participate weekly in seminar discussions.
2. Students will be keeping a **journal** as part of the requirements for Social Work 345: Field Practice in Social Work I. For this seminar, every entry into the journal students are asked to reflect and write about **social work concepts, principles, theory, and issues being reflected in the student's practice**. To facilitate this process, we encourage the student to use one half of the sheet in the journal for field work notes and one half of the sheet for theoretical reflections. The logistics of this assignment will be reviewed in class. The student is also required to include one process recording in the journal. (See process recording outline)

Outline for Process Recording

1. Statement of Purpose
 - describe the purpose of the encounter
 - why is the client being seen
 - what is to be accomplished
 - what is the learning theme
(i.e. strengths perspective, systems approach, life model, beginning, middle and endings, assessment skills, monitoring client progress, values, self-determination, informed consent, client specific problem)
2. Background Information
 - nature of the problem
 - setting of the encounter
 - other pertinent information
3. What Happened in the Session
 - what occurred both verbally and non-verbally
 - give client/worker dialogue
 - what were the feelings of client and yourself
 - what were you trying to accomplish
 - what skills were being used?
 - Describe what happened "beginning, middle and end" of the session

4. Evaluation and Future Plans
- talk about what happened
 - were the goals and purposes achieved
 - outline a plan of action
 - identify areas to discuss with your supervisor

Cedar Crest College Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students; access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner, as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

1. You may miss two class sessions for whatever reasons without penalty.
2. If you miss a third class session the highest overall grade you can receive for the course is a "B".
3. If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
4. Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Arriving late for class and/or leaving early will count cumulatively toward missed classes.

Students representing the college in athletic and other capacities will be excused from class for games/matches/meets, etc., only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

<u>Grading:</u>	<u>% of Grade</u>	
1. Class preparation and participation	_____	students to participate in determining weight of assignments using the shared grading worksheet
2. Journal due, 9/21, 10/19 & 11/16	_____	
3. Paper 1 due 9/28	_____	
4. Paper 2 due 10/26	_____	
5. Evaluating Practice Paper, due 12/7	_____	
6. Oral presentation on one of the 3 short papers, 11/30, 12/7 (either ethical dilemma, strengths perspective and single subject design)	_____	

Schedule of Classes and Assignments

Part I

- Aug. 24 An introduction to the course and a discussion on Social Work generalist practice. Review of The Ecological Perspective.

- Aug. 31 Assignment: Reamer, "Evolution of Social Work Ethics"
Assignment: Dolgoff, Loewenberg, Harrington — Ethical Decisions for Social Work Practice, Chapters 1-3

- Sept. 7 No Class

- Sept. 14 Process recording and confidentiality.

- Sept. 21 Agency policy, structure and impact on service delivery.
Assignment: Veren, "Be Careful It's A Jungle Out There. A Look at Risks in Field Placement"

Part 2: The Use and Evaluation of Research Findings in Practice

- Sept. 21 **Journal due - 09/21/09**

- Sept. 28 **Paper #1 due - 09/28/09**

- Oct. 5 A demonstration of how research findings can be used during each stage of the problem-solving process by critically assessing research results and using the result in practice.

Assignment: Marlow, "Research and Generalist S.W. Practice,"
"Using Research Findings in Practice"
Campbell, "Ability of Practitioners to Estimate Client
Acceptance of Single Subject Research Design"
Hudson, "The Clinical Measurement Package"
Padgett, "The Research Practice Debate in Qualitative
Research Context"

Oct. 12 **Fall Break - No Class**

Part 3: Ethical Considerations in Social Work Practice

Oct 19, 26 A framework for Ethical Decision Making
Assignment: 1) Review Loewenberg and Dolgoff, "Ethical
Decisions for Social Work Practice" Chapters 4-6
Mattison, "Ethical Decision Making: The Person and Process"
Walz, "Gandhian Principles in Social Work Practice: Ethics
Revisited" (on reserve in library)

Oct. 19 **Journal due 10/19/09**
Oct. 26 **Paper #2 due 10/26/09**

Part 4: Ethnic Considerations in Social Work Practice

Nov. 2, 9, Developing an Ethnic Sensitive Social Work Practice
16, 23, Assignment: 1) Review on reserve, Tafoya & Vechio, Asian American
30 Families, Latino Families, Arab Families, Amish Families, African American
Families, Back to the Future: An Examination of Native American Holocaust
Experience.
Video: *Love and Diane* (11/9)
Last Journal collection due 11/16/09
Evaluation of Practice Paper #3 due 12/7/09
Oral presentation on one of the three assignments on 11/30 and 12/7.

Dec. 7 **Summary and Conclusions, Review of the Central Themes of**
the Seminar and remaining oral presentations.

Student Assignments

Students are required to prepare three (3) research papers. All papers must be in proper **APA format with reference page in APA format.**

Paper 1: A case example of an ethical dilemma from the student's agency experience (use outline in syllabus). ***Due Sept. 28, 2009***

Paper 2: A case example from the student's agency applying the Strengths Perspective using the Dennis Saleeby book (use outline in syllabus). ***Due Oct. 26, 2009***

Paper 3: Demonstrate how research findings can be used during each stage of the problem-solving process using single subject design. Choose a case from your practicum. ***Due Dec. 7, 2009***

Field Practice Seminar Outline for Papers

Paper #1: Example of an Ethical Dilemma

Length: 5 pages, double-spaced **APA format, reference page to be included** (use the Dolgoff, Loewenberg & Harrington text as well as outside readings)

Due: September 28, 2009

Task: For this assignment select a client, agency problem or use a case example from your supervisor and describe as completely as possible an ethical dilemma encountered in practice.

Outline (Use headings and cover all sections below)

1. Identify the ethical dilemma – briefly overview the case, situation.
2. Identify conflicting values, ethical duties or obligations (e.g., confidentiality v. duty to warn, autonomy v. client best-interest). In other words, why is this a dilemma?
3. Identify individuals likely to be affected by the ethical dilemma and the decision-making.
4. Identify all possible courses of action.
5. Identify any relevant laws or standards from the Code of Ethics that might apply. (You must use the ethical standards from the Code of Ethics.)
6. Identify your personal values affecting the case.
7. Indicate your solution to the ethical dilemma (e.g., how would you resolve this issue)

Note: The paper must reflect critical thinking; **APA** format to be used throughout and in reference page.

You must use and cite the Dolgoff, Loewenberg & Harrington text.

Paper #2 Case applying the Strengths Perspective

Due: October 26, 2009

Length: 5 pages, double spaced APA format with reference page. Use headings from the outline to organize your work.

For this assignment, select a case example from your agency and apply the Strengths-Based Perspective. Use a narrative form, not question and answer. Follow the outline below, use headings and APA format.

You must use and properly cite the Saleeby book (use APA).

Outline

1. Briefly overview the client and presenting problem and the type of agency providing service.
2. Identify the clients understanding of the presenting problem – what is the client’s “meaning” of the situation.
3. Identify what the client wants from treatment or service from the agency.
4. What are the client’s strengths and resources – identify skills, abilities, knowledge and insight of the client.
5. Provide evidence of collaboration between worker and client. What are treatments goals, plans for further intervention, etc.
6. Identify client possibilities for choice, control and personal development.
7. Identify community membership opportunities – support networks, church, support groups.

Note: You must use the Saleeby book and other supporting work on the strengths-based perspective. Critical analysis must be used. APA citation must also be used.

Paper #3: Evaluating Practice

Due: December 7, 2009

Length: 5 pages, double spaced using APA format with reference page. Use headings from the outline to organize your work.

You must use 4-5 empirical social work professional journal articles. All must be cited using APA and on the reference page using APA.

Outline for Single Subject Design (Use the following outline, use APA
Format, need reference page(s))

1. Statement of Problem: Critically assess the existing research on the clients presenting problem. Identify its strengths and weaknesses.
2. Statement of Assumptions: Document the cause or factors associated with the problem according to current research.
3. Collect and Analyze the Information Available: Organize the information so an intervention plan can be developed.
4. Develop and Implement a Plan: before implementing the plan, do the research findings indicate and support similar plans and interventions that have been helpful in the past with similar client systems and/or problems?
5. Evaluation of the Intervention: Once the intervention has been implemented, its effectiveness must be measured. Again, consult existing research to assist you in evaluating practice. Indicate which single-subject research design you would use with your client and why.

Writing Requirements for All Assignments

APA Style and format required. All papers must have references with an APA reference page(s).

Grades will be determined by the following criteria on all assignments:

- Depth of analysis.
- Completeness and accuracy of assignment.
- Quality of critical thinking and provision of supporting evidence.
- Care in the articulation of ideas.
- Specificity rather than vagueness.

Student Self-Evaluation

Name _____

Date _____

I. Attendance

_____ Classes missed

_____ Grade should be for attendance

(Note: 0-1 absence = A+, 2 absences = A, 3 absences = B
4 absences = C; 5 absences = D; 6 absences = F)

II. Journal

Rate yourself honestly on the following statements using a scale of 1-5 with 1 being the lowest and 5 being the highest.

_____ Journal entry written each day at the agency

_____ Journal reflects social work concepts

_____ Journal entry connects client/agency work with social work theory

_____ Journal entry reflects appropriate social work values and principles

_____ Each entry is thoughtful and reflective

_____ Identified areas for further supervision are to be addressed in class

_____ Demonstrated good understanding of theory and practice

_____ Journal submitted on time in class

_____ Process recording submitted before end of semester

II. Paper #1 – Ethical Dilemma

Please rate yourself on a scale from 1-5, with 1 being the lowest, 5 being the highest.

- _____ Clearly identified the ethical dilemma
- _____ Identified the conflicting values, duties or obligations
- _____ Identified individuals affected
- _____ Identified all courses of action
- _____ Articulated Standards from the Code of Ethics
- _____ All citations in APA format
- _____ Paper submitted on time (re-writes not accepted)

III. Paper #2 – Strengths Perspective (Scale 1-5, 1 = lowest, 5 = highest)

- _____ Clearly identified the case used for the paper
- _____ Identified client's understanding of the facts
- _____ Identified what the client wants
- _____ Assessment focused on strengths and resources of client
- _____ Collaboration between worker and client is evident
- _____ All citations in APA format
- _____ Reference page in APA format
- _____ Paper submitted on time (re-writes not accepted)

Paper #3 – Single Subject Design (scale 1-5)

- _____ Critically assessed existing research on the client problem
- _____ Documented cause on factors related to the client problem according to the literature
- _____ Developed intervention plan using single subject design
- _____ Used the literature to support your interventions

_____ Implemented plan and documented

_____ Evaluated effectiveness of plan

_____ Provided graph of behavior, intervention, outcome

_____ All citations in APA format

_____ Reference page in APA format

_____ Paper submitted on time

My grade for this course should be _____

Seminar: Field Practice Seminar I (SWK 345)

Fall Semester 2009

Learning Agreement

Name _____

Instructor _____

Date _____

Course _____

By (the end of the semester) I will have accomplished the following goals:

Goals of the Course

1. I will have mastered the course content
2. I will have met the requirements of the syllabus
3. I will have participated fully in class
4. I will have come to every class fully prepared

Personal Goals

1. I will have gained mastery of one area _____

2. I will have improved the following skills:

_____ Writing
_____ Oral presentation
_____ Reading comprehension
_____ Critical thinking and reasoning
_____ Research proficiency
_____ Other (specify) _____

3. Other personal goals (specify) _____

Student Signature

Date

Faculty Signature

Date

Classroom Protocol

SWK 345

Field Practice Seminar

We, the members of the SWK 345 agree that:

- 1.
- 2.
- 3.
- 4.
- 5.