

## Appendix D

### Field Education in Social Work I 2009-2010 Academic Year

Course: SWK 339-70  
Credits: 1-9 (450 clock hours  
required, 50 hours  
equals 1 credit)

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#### Course Domain:

Field Education is the centerpiece of the capstone experience in the student's educational preparation for professional social work practice. A primary goal of field education is to enable students to practice in "settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence." (Council on Social Work Education, Commission on Accreditation, Handbook of Accreditation Standards and Procedures, 5<sup>th</sup> edition, p.36)

In pursuit of this goal Cedar Crest College provides services to the people of the Lehigh Valley through the practice activities of its social work students. Cedar Crest College and the Social Work Program are grateful to the social service agencies in the Lehigh Valley for providing this opportunity for our students.

#### Course Objectives

Through this course, the intent is to assist the student to develop and use critical thinking skills to:

1. Familiarize students with all aspects of the Field Education Manual.
2. Discuss any concerns/issues students may have related to the quality of the education at the agency placement and/or to the field instructor-student relationship.
3. Discuss any concerns/issues students may have related to their responsibilities or to those of the field instructor in order to use supervision to function effectively as a professional.
4. Initiate and discuss the development of the Learning Agreement for the field education experience.
5. Enhance the student's ability to deal with pragmatic concerns related to the practice experience.
6. Enhance the student's ability to communicate more effectively with agency

- personnel and volunteers as well as with other professionals in the community.
7. Facilitate the student's understanding of and ability to analyze the placement agency's organizational structure and process.
  8. Facilitate the student's ability to be self-reflective and self-evaluative throughout the field education experience.

Course Outcomes:

Students will demonstrate their ability to use supervision appropriately to perform effectively in their placements, and to be self-reflective and evaluative in the field education experience.

Assessment: Students will read and apply knowledge gained from the Field Education Manual and from *Field Instruction: A Guide for Social Work Students*. Their performance in the field will be evaluated by the students in consort with their field instructors.

Students will demonstrate their ability to use their field education experience as a means to fulfill the competencies anticipated for all baccalaureate level social workers.

Assessment: Students will develop the Learning Agreement with their field instructors which, together with an accompanying evaluation form, will measure their level of competence in the field education experience.

Students will demonstrate their ability to communicate effectively with supervisors, clients, and other professionals as they engage in the field education experience.

Assessment: Students will read and apply the principles found in Difficult Conversations in their field experiences. This will be evaluated as part of the Learning Agreement for this field education experience.

Students will demonstrate their understanding of how their field education agencies function as organizations.

Assessment: Students will complete a written graded analytic framework that describes the organizational structure and processes associated with their placement agency after reading *Navigating Human Service Organizations*.

### Course Texts:

Gibelman, M. (2003). *Navigating human service organizations*. Chicago, IL: Lyceum Books, Inc.

Royse, D., Dhooper, S., & Rompf, E. (2007). *Field instruction: A guide for social work students*. (5th ed.). New York: Longman.

Stone, D., Patton, B., & Heen, S. (1999.) *Difficult conversations*. New York: Penguin Books.

### Course Requirements/Student Responsibilities

1. To attend regularly and participate in a weekly one-hour seminar with the faculty field education coordinator. The primary purpose of this seminar is to help the student in mastering the pragmatic concerns associated with the field education requirements. This includes the field instructor-student relationship, supervision issues, how to develop the Field Education Learning Agreement, and other related concerns. Issues associated with service delivery with clients are more appropriately discussed in the SWK 345 Field Education Seminar I class sessions.
2. A second purpose of this one-hour seminar is to facilitate the student's understanding of how the agency functions as an organization which will include regularly assigned readings in the required text, *Navigating Human Service Organizations*. There should be an easy correspondence between this material and what the student is learning in the field about intra-agency and inter-agency concerns.

It is expected that this pedagogical approach will help the student to function more effectively as a practitioner in an organizational setting.

To help the student apply the material on organizational systems she will be responsible for completing an in-depth analysis of how her field education agency functions as an organization. To do so she will be expected to respond to the criteria contained in the framework in Appendix E of the Field Education Manual. Using her field education instructor as a primary source of information the student is expected to complete this framework and submit it to the faculty field education coordinator during the spring semester of the field education experience. This framework will be explained in the one-hour seminar classes.

3. Students will also be expected to have read over the summer and be prepared to discuss assigned sections in the *Field Instruction* text. The purpose of these readings and follow-up discussion is to ease the student's transition into the practice experience and to help the student better cope with pragmatic issues that are typically associated with this experience. Students will be expected to participate in role playing in class to enhance this learning as well as that gained

from assigned readings in the *Difficult Conversations* text.

4. In connection with the student's responsibility to read and write synopses on twelve professional articles (see III C.7. in the Field Education Manual), it should be noted that these articles must be submitted by the mid-term date listed on the weekly class plan in this syllabus. A primary purpose of this assignment is for the student to have this knowledge available as soon as possible so as to apply it in her work with clients in the field education experience.

### Grading

Two-thirds of the student's grade for the field education is the grade recommended by the field instructor. One-third of that grade consists of the student's performance on the four requirements for this seminar. That one-third of the field education grade is broken down as follows:

Class attendance/participation	30%
Twelve article synopses	30%
Agency analysis	<u>40%</u>
	100%

### **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.

### Weekly Class Plan

#### January

21 Weekly one-hour seminar with the faculty field education coordinator

28 Weekly one-hour seminar with the faculty field education coordinator

#### February

4 Weekly one-hour seminar with the faculty field education coordinator

11 Weekly one-hour seminar with the faculty field education coordinator

18 Weekly one-hour seminar with the faculty field education coordinator

25 Weekly one-hour seminar with the faculty field education coordinator

#### March

4 Weekly one-hour seminar with the faculty field education coordinator

11 Break

18 Weekly one-hour seminar with the faculty field education coordinator”

25 Weekly one-hour seminar with the faculty field education coordinator

#### April

1 Weekly one-hour seminar with the faculty field education coordinator

8 Weekly one-hour seminar with the faculty field education coordinator

15 Weekly one-hour seminar with the faculty field education coordinator

22 Discussion of overall field education experience in the second semester

29 Course wrap-up and evaluation