

Field Practicum Seminar

SWK 460-461

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Course Description:

Field Practicum is the signature pedagogy of the social work learning experience and is the “central form of instruction that socializes the learner to the role of practitioner” (Shulman, 2005). The field practicum seminar is an element of instruction facilitating the transition from student to generalist social work practitioner. By providing a forum for discussion, personal reflection and problem-solving students begin to integrate social work theory and practice in the field practicum setting. Students will strengthen practice skills by learning from one another’s experiences and examining the practice behaviors outlined by CSWE. This course draws on the Jesuit charisms of care of the whole person and men and women for others. Prerequisites for the course: Senior standing; taken concurrently with SWK 461.

Materials

Sheafor, B., Horejsi, C., & Horejsi, G. (2012). Techniques & guidelines for social work practice (9th ed.) Boston: Allyn & Bacon.

Important Links:

<http://www.nyu.edu/socialwork/wwwrsw/>

<http://www.socialworker.com/home/>

<http://www.socialworker.com/websites.htm>

<http://www.naswma.org/displaycommon.cfm?an=1&subarticlenbr=51#Resources>

<http://www.socialworkers.org/>

<http://www.cswe.org>

Program mission

Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Goals of the Social Work Program---Students will be able to:

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
2. Prepare entry level generalist practitioners who apply ethical decision-making based on the National Association of Social Work Code of Ethics, and the Ignatian charisms integrating personal and professional ideals through mature self-evaluation and self-reflection.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

Professional Social Work Competencies, Practice Behaviors and Course Objectives

Competencies	Practice Behavior	Course Objectives—Students will be able to:
2.1.1 Identify as a professional social worker	<ul style="list-style-type: none"> √ Personal reflection and self-correction for professional development √ Attend to professional roles and boundaries 	<ol style="list-style-type: none"> 1. Describe and use professional roles in working with clients in the practicum setting. 2. Identify their primary social work role in practicum and identify if there is role confusion in practicum. 3. Dialogue with field practicum supervision when there are questions or concerns. 4. Critique their practice through seminar discussion and practicum evaluation.
2.1.2 Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"> √ Make ethical decisions by applying standards of NASW Code of Ethics 	<ol style="list-style-type: none"> 5. Identify the intersection and areas of conflict in personal values, Ignatian values and professional social work values.
2.1.3 Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> √ Draw on multiple sources of knowledge 	<ol style="list-style-type: none"> 6. Applying theories, concepts to practice behaviors to decision-making in the field practicum setting.
2.1.4 Engage diversity and difference in practice	<ul style="list-style-type: none"> √ Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups √ View selves as learners and engage those with whom they work with as informants 	<ol style="list-style-type: none"> 7. Understand your cultural identity and the impact on working with clients in the field. 8. Learn to use agency data collection tools such as a social history to work to help clients identify their needs. 9. Attend agency and community trainings.
2.1.6 Engage in research – informed practice and	<ul style="list-style-type: none"> √ Use evidence to inform practice 	<ol style="list-style-type: none"> 10. Identify current research in their area of field practice.

practice informed research		
2.1.7 Apply knowledge of human behavior and the social environment	√ Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	11. Utilize systems theory to assess client strengths and challenges.
2.1.9 Respond to contexts that shape practice	√ Discover, appraise, and attend to changing contexts to provide relevant services	12. Identify current trends in social work practice in student's specific area of practice.
2.10		
a. Engagement	√ Use empathy and other interpersonal skills	13. Examine their expression of empathy with clients. 14. Demonstrate empathy skills in practicum seminar.
b. Assessment	√ Assess client strengths and limitations	15. Demonstrate ability to use agency tools to assess client strengths and limitations.
c. Intervention	√ Initiate actions to achieve organizational goals √ Help clients resolve problems	16. Carry out agency expectation to provide service delivery. 17. Identify interventions within the role and scope of practice at the practicum site.

Attendance

Students are allowed one unexcused absence. You are not allowed to miss seminar for practicum activities. The overall grade is **docked 5 points** for every subsequent absence. **DISRUPTION OF NORMAL CLASSROOM ACTIVITIES:** In the event of disruption of normal classroom activities due to a disease or other medical outbreak, a natural disaster, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version. In the event of swine flu outbreak you are granted up to 3 days of missed class attendance with a doctor's note: however, you must let me know immediately when you become ill. **Please contact me immediately if a long-term issue, illness and/or anything that will impede your ability to meet course expectations.**

Classroom expectations

Out of respect for the community of learners in this class students are expected to come to class prepared to discuss the class material. Use of laptops is discouraged unless directed by the professor. The professor will ask a student using laptops to show how they are using it in class. If it is not to take notes you will be counted as absent for the class period. The same is true for texting or use of cell phones in class. All cell phones must be silenced, including vibrating during class time.

Academic Honesty

The Department of Social Work has adopted the College of Arts and Sciences Policy on academic honesty. A description of this policy is found in the department policy manual and practicum manual as well as on the Creighton University web page under the College of Arts and Sciences policies. As an accepted major in the department of social work you have signed the Acceptance, Advancement and Termination Policy of the Department of Social Work and are held responsible for the contents therein including the policy on academic honesty. Violation of this policy may result in an “F” for the project or exam.

Evaluation:

A= 100-93%	Performance is outstanding achievement at the level of practice. The student makes them self available for learning opportunities. Assignments are well written with content that demonstrates high quality critical thinking. The student demonstrates a professional demeanor and behaviors. The student is respectful and fully participates in class discussion and demonstrates leadership. Demonstrates self-awareness about the issues that influence practice.
B+= 92-87%	Performance at this level is strong . Assignments are handed in on time and have substantial content. Students participate in class and show leadership in class. Students demonstrate respect for one another in class discussion. Demonstrates personal self-awareness that influences practice.
B= 86-77%	Performance is competent , student is generally consistent a can be expected to improve with continued experience and supervision. The student demonstrates a beginning level of professional demeanor and behaviors. Some participation in class. The student is open to investigating personal self-awareness that influences practice.
C+= 76-73%	Performance is adequate with some unevenness and limitations observed; student needs to continue to work in this area. Students demonstrate limited participation in class. The student responds to feedback.
C= 72-67%	Performance is minimally acceptable ; problems are evident and the student’s professional demeanor and behaviors are questionable. Students interrupt, don’t listen or participate in class discussion. Assignments are late with minimal quality. Has limited understanding of personal self-awareness and how it influences practice.
D Below 72%	Performance unsatisfactory ; definite problems exist in this area. Students may not move forward in the program with below a 72% in any social work course. As per department policy students may be required to take a third practicum to improve this grade. Students are continually late with their assignments. The work is of poor quality. There is little participation in class and students do not demonstrate professional demeanor. Demonstrates little self-awareness and how it influences practice.

Course schedule

8/31	Settling In: Use of supervision in practicum Do we really have to read these manuals – where is lunch? When I make a mistake what happens? Discuss an experience that has continued to shape you as a social worker since SWK 345.
9/7	Theme: Understanding the context of the agency. Students will present on the mission, funding, diversity, safety, view from the waiting room of their agency. Discuss learning contracts.
9/14	Theme: The meaning of helping others and asking for help. Discerning my role in the practicum setting – discuss your role/s as described in the text and the context of

	helping and being helped. Learning Contracts Due
9/21	Theme: Working with vulnerable populations – the clients and neighborhood <i>20 minute professor: Tori Bender</i>
9/28	No seminar this day. Student will guest lecture 9/29 from 9:30-10:45 to the Intro students and serve as consultants on the Intro student projects. Students will address the Intro class about the vulnerable populations they serve in their practicum
10/5	Theme: Agency / State and Federal Policies <i>Be prepared to discuss agency policies, current and upcoming state and federal policies that impact your practice.</i> Schedule site visits for the following week.
10/12	Theme: Empathy: What it really means in the professional practice <i>20 minute professor: Christina</i> Midterm reflection due Midterm grades due no later than Friday, October 14th.
10/19	Fall Break
10/26	Theme: Advocacy on behalf of clients <i>Come prepared to discuss advocacy initiative from your agency.</i>
10/27	Theme: Evidence based practice Bring a current article on evidence based practice relating to your role in the agency.
11/2	Theme: Cultural Identity <i>20 minute professor: Lindsey</i>
11/9	Theme: Ethical Decision-Making <i>20 minute professor: Kim</i>
11/16	Theme: Social Work and Jesuit Values <i>20 minute professor: Laura</i>
11/23	Thanksgiving
11/30	Theme: Interventions <i>20 minute professor: Nina</i>
12/7	Theme: Self-Care <i>20 minute professor: Kenzie</i>

Assignments: Participation worth 25 points: The Council on Social Work Education requires that student engage in personal reflection, self-correction for professional development. In this seminar students will work towards creating a strengths based environment that allow for self-exploration and support for group members. Come to class prepared to discuss your practicum experience, events, concepts or concerns regarding practicum. To prioritize pressing needs students with pressing issues or questions are encouraged to speak first. The second hour of class is devoted to the theme for the day. Read from the text regarding the theme for the class discussion. Use the model: Positive, Interesting, and Useful.

- **20 Minute Professor (75 points) see handout**
- **Midterm Reflection (50) points see handout**
- **Final Reflection (50 points) see handout**
- **Social History/Case Analysis (50 Points) see text and handout**

Bibliography

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- Tong, M. (2011). "The Client-Centered Integrative Strengths-Based Approach: Ending Longstanding Conflict between Social Work Values and Practice." *Canadian Social Science*. 7(2), 15-22.