SCWK  450-01
BSW FIELD PRACTICUM

Semester     Fall 2011
Day/Time     TBA
Location     Field Placement

Director of Field Instruction    Chavon Dottin
Office/Phone  John Price Building Room 219
E-Mail       cdottin@desu.edu

Office Hours  Monday-Friday 9:30am-5:00pm

COURSE DESCRIPTION:
Students are placed in a social work agency for their first practical experience and are afforded an opportunity to integrate theory and knowledge base of social work learned in class with the actual setting of the social work field. Agencies selected for use as field placement are those that are committed to the value of training undergraduate social work students for generalist practice, and have indicated a willingness to actively structure a number of learning experiences for students.

COURSE CREDITS:  Six (6) Semester Hours

PREREQUISITE(S): Senior Status, all prior required general education, co requisites, and Social Work courses as defined by the Social Work program (see Curriculum Plan). Open to Social Work Majors Only. Students must obtain liability insurance prior to entering the field placement site. The Field Placement application must be signed by student’s academic advisor.
Course Rationale:

An important part of Social Work education is the practicum experience. While classroom learning focuses upon knowledge and theory, it is the practicum which provides the student with “hands on” experience, integrating social work theory with practice within a context of ethical principles and an ecological perspective. Field Practicum provides students with opportunities to employ the knowledge, values, skills and conceptual frameworks that undergird advanced practice in the generalist perspective in agency settings while under the supervision of an approved field instructor. Field practicum provides opportunities to intervene in serious complex problems where clients, families and the, community are the focus of intervention or where the client systems receive assistance. Students are expected to integrate the generalist perspective for social work practice, as well as empowerment concepts and a Black perspective for social work practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Required Text:

Field Instruction Manual. Posted on Delaware State University Website www.desu.edu in the social work/field education section.

Assessments of Learning Objectives/Outcomes:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Student Learning Objectives/ Educational Competences</th>
<th>Method(s) of Assessment</th>
<th>Proficiency Expected</th>
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<tbody>
<tr>
<td>1. Students will advocate for client access to applicable support to services within the organization.</td>
<td>Obj. I: EP 2.1.1) Students will identify as a professional social worker and conduct oneself accordingly.</td>
<td>Field Placement, Learning Contract, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
<td>Students expected to attain a Grade of “C” or above/ more than 90% of students will achieve this grade.</td>
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<td>2. Students will practice personal reflection and self correction to assure continual professional development.</td>
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<td>3. Students will understand and attend to professional roles and boundaries within the organization.</td>
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<td>4. Students will understand the expectations of professional demeanor in behavior, appearance, and communication in the organization.</td>
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<td>5. Students will engage in professional development that will inform practice (i.e. staff training, conferences, workshops) and promote and establish a pattern of career-long learning.</td>
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<td>6. Students will use supervision and consultation to improve professional knowledge and skills.</td>
<td>(Obj. II: EP 2.1. 2)</td>
<td>Field Placement, Learning Contract, Process</td>
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<td>7. Students will recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td>8. Students will make ethical decisions by applying standards of the National Association of social Workers Code of Ethics and, as applicable, of the International Federation of Social Work, Statement of Principles</td>
<td>Students will apply social work ethical principles to guide professional practice</td>
<td>Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
<td>“C” or above/ more than 90% of students will achieve this grade.</td>
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<td>9. Students will tolerate ambiguity in resolving ethical conflicts</td>
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<td>10. Students will apply strategies of ethical reasoning to arrive at principled decisions</td>
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<td>11. Students will distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom to solve an existing problem or adapting their solution to fit a new need</td>
<td>(Obj III: EP 2.1.3) Students will apply critical thinking to inform and communicate professional judgments</td>
<td>Field Placement, Learning Contract, Field Seminars, Mid Term and Final Evaluations.</td>
<td>Students expected to attain a Grade of “C” or above/ more than 90% of students will achieve this grade.</td>
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<td>12. Students will analyze models of assessment, prevention, intervention, and evaluation</td>
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<td>13. Students will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<td>14. Students will recognize the extent to which a culture’s structures and values may create or enhance privilege and power or oppress, marginalize, or alienate</td>
<td>(Obj. IV: EP 2.1.4) Students will engage diversity and difference in practice.</td>
<td>Field Placement, Learning Contract, Process Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
<td>Students expected to attain a Grade of “C” or above/ more than 90% of students will achieve this grade.</td>
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<td>15. Students will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, groups, communities.</td>
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<td>16. Students will recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td>17. Students will view self learner and engage those (other than field instructor) with whom student works as informants, clients, community leaders, etc.</td>
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<td>18. Students will understand and communicate the forms and mechanisms of oppression and discrimination relative to the service population in this organization.</td>
<td>(Obj. V: EP 2.1.5) Students will advance human rights and social</td>
<td>Field Placement, Learning Contract, Process Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
<td>Students expected to attain a Grade of “C” or above/ more than 90% of students will achieve this grade.</td>
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<td>19. Students will advocate for human rights and social economic justice in the</td>
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<td>20.</td>
<td>Students will engage in practices that advance social and economic justice in the context of the practicum.</td>
<td>economic justice</td>
<td>Economic Evaluations.</td>
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<td>21.</td>
<td>Students will use practice experience to inform scientific inquiry.</td>
<td>(Obj. VI: EP 2.1.6) Students will engage in research-informed practice and practice-informed research</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td>22.</td>
<td>Students will use research evidence to inform practice.</td>
<td>Students will utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Field Placement, Learning Contract, Process Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
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<td>23.</td>
<td>Students will engage in research-informed practice and practice-informed research.</td>
<td>(Obj. VII: EP 2.1.7) Students will apply knowledge of human behavior and the social environment</td>
<td>Field Placement, Learning Contract, Process Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
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<td>24.</td>
<td>Students will critique and apply knowledge to understand person and environment.</td>
<td>(Obj. VIII: EP 2.1.8) Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Field Placement, Learning Contract, Process Recordings, Bi weekly Logs, Field Seminars, Mid Term and Final Evaluations.</td>
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<td>25.</td>
<td>Students will analyze, and advocate for policies that advance social well-being.</td>
<td>(Obj. IX: EP 2.1.9) Students will respond to contexts that shape practice</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td>26.</td>
<td>Students will collaborate with colleagues and clients for effective policy action.</td>
<td>(Obj. X: EP 2.1.10) Students will engage in action with clients and colleagues to advance social and economic well-being.</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td>27.</td>
<td>Students will continuously discover, appraise, and attend to changing locales, populations, scientist and technological development, and emerging societal trends to provide relevant services.</td>
<td>(Obj. XI: EP 2.1.11) Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td>28.</td>
<td>Students will provide leadership in prompting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>(Obj. XII: EP 2.1.12) Students will engage in action with clients and colleagues to advance social and economic well-being.</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td>29.</td>
<td>Engage: Student will substantively and effectively prepare for action with</td>
<td>(Obj. EP 2.1.13) Students will engage in action with clients and colleagues to advance social and economic well-being.</td>
<td>Field Placement, Learning Contract, Mid Term and Final Evaluations.</td>
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<td><strong>individuals, families, groups, organizations, and communities</strong></td>
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<td><strong>30. Engage:</strong> Student will use empathy and other interpersonal skills</td>
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<td><strong>31. Engage:</strong> Student will develop a mutually agreed-on-focus of work and desired outcomes</td>
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<td><strong>32. Assess:</strong> Student will collect, organize, and interpret client data</td>
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<td><strong>33. Assess:</strong> Student will assess client strengths and limitations</td>
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<td><strong>34. Assess:</strong> Student will develop mutually agreed-on intervention goals and objectives</td>
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<td><strong>35. Assess:</strong> Student will select appropriate intervention strategies</td>
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<td><strong>36. Intervene:</strong> Student will initiate actions to achieve organizational goals</td>
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<td><strong>37. Intervene:</strong> Student will implement prevention interventions that enhance client capacities</td>
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<td><strong>38. Intervene:</strong> Student will help clients resolve problems</td>
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<td><strong>39. Intervene:</strong> Student will negotiate, meditate, and advocate for clients</td>
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<td><strong>40. Intervene:</strong> Student will facilitates transitions and endings</td>
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<td><strong>41. Evaluate:</strong> Student will critically analyze, monitor, and evaluate interventions</td>
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<tr>
<td><strong>2.1.10)</strong> Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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<td><strong>Process Recordings, Bi-weekly Logs, Field Seminars, Mid Term and Final Evaluations.</strong></td>
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<td><strong>attain a Grade of “C” or above/ more than 90% of students will achieve this grade.</strong></td>
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**Department of Social Work Underpinnings:**

1. Strengths Perspective
2. Empowerment Perspective
3. Rural Perspective
4. Global Perspective
5. A Black Perspective for Social Work Practice

**Course Requirements:**

Field Instruction is structured to be taken concurrently with fourth year courses. Issues in Services Delivery (practice course) taken concurrently with Field Instruction I. Fourteen (14) hours per week totaling 200 hours/semester.

- Attendance and Performance at Field Placement (200 Hours a semester) 14 hours a week. Completing minimum time requirements before the end of the semester does not mean that students may discontinue attending the field agency.
- **10%** Learning Contract Due (To be done/revised with field instructor and a copy to be given to field liaison to sign off.) DUE DATE 9/16/2011
20%  Mid Term Evaluation DUE DATE 10-07/2011
30%  Final Evaluation  Agency field instructor recommends grade to field liaison that then assigns a grade and turns the evaluation in to the Field Office). DUE DATE 12/09/2011
10%  Field Seminars for Students if you cannot attend your site’s then you must attend the other sites field seminar.

- Doctoral Forum- Dover Campus, Tuesday, October 25, 2011
  MLK Student Center 5:00pm-8:00pm REQUIRED ATTENDENCE (4 Field Hours will be given for Attending)

  - Dover Campus
    1st 8/29/2011 Bank of America Building Room 113 Room 113
    2nd 10/10/2011 Bank of America Building Room 113 Room 113

  - Wilmington Campus
    1st 9/01/2011
    2nd 10/13/2011

10%  5 Process Recordings  with field instructor/field liaisons will check for these DUE DATE 9/23, 10/07, 10/21, 11/04, 11/18
20%  Bi-Weekly Log/Timesheets 9/09/, 9/23, 10/07, 10/21, 11/04, 11/18, 12/02

- Participate in Faculty Field Liaison Site Visit; Dates TBA by Faculty Field Liaisons
- Prepare and attend weekly supervision (on-going) developing practice knowledge, values and skills with field instructor 1.5 hours a week.

ALL LATE ASSIGNMENTS WILL RESULT IN A 10% GRADE DROP OFF OF FINAL GRADE

**Teaching Methods:**

Optimal learning occurs when students’ unique learning styles are factored into teaching methodologies and classroom activities. Similarly, some students excel in different ways and formats, so they are given a variety of opportunities to express themselves verbally and in written assignments as well as in both individual and group projects. Students are encouraged to expand their methods and try out new skills.

This class is designed to optimize learning and will utilize a variety of instructional modalities that include:

1. Field Seminars
2. Guest Speakers
3. Field Instruction Manual Required  Readings
4. Mid-Term and Final Evaluations and reflection
5. Student to learn in field placement agency
6. Written assignments- including learning contract, bi weekly, timesheet and process recordings
University Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 0 – 59 = F

Field Instructors recommend a grade but the Director of Field Instruction and Faculty Field Liaisons determine the final grade.

Students’ Responsibilities for Learning:

Each student is responsible for his or her own learning. If you are unsure and/or your learning style differs from how the material is being presented, please let me know. We can work together to use a combination of teaching and learning methods that are effective for you.

STATEMENT ON EQUAL OPPORTUNITY

Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX

Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant
Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.
AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2)

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.
Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)
REFERENCES


Ortiz Hendricks, Carmen; Finch, Jeanne Bertrand; Franks, Cheryl. (2005) *Learning to Teach; Teaching to Learn*. Alexandria, Virginia: Council on Social Work Education.


