

**SCHOOL OF SOCIAL WORK  
UNIVERSITY OF NORTH CAROLINA AT WILMINGTON  
WILMINGTON, NORTH CAROLINA  
Spring, 2017**

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**OFFICE HOURS:** by appointment only

**SWK 510: SEMINAR FOR MSW SOCIAL WORK PRACTICUM I  
McNeill Hall - Room 1031  
9:30am-11:30am**

**Catalogue Description:** 300-hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.

**Course Description:** This seminar provides a forum for interns to explore techniques of practice learned in the strengths based, solution-focused clinical practice courses taught during the foundation year of the MSW curriculum. Designed to simultaneously draw upon and enhance the field practicum experience, the seminar provides an opportunity to integrate practice and theory, engage in the critical analysis of different practice approaches, and identify professional boundaries essential for clinical practice while exploring the developmental milestones of field practice. Listening respectfully and reflecting on case material, the students explore alternatives that enhance practice while gaining experience in collaboration with peers. Given the range of field placement settings utilized for MSW internships, the seminar also provides an opportunity for students to examine diverse supervisory styles and organizational structures that shape the practice environment and the context of service delivery.

This seminar is the first in a series of three field seminars that are co-requisites with the three clinical practice courses. The seminar meets weekly, for two hours of professional discussion encouraging each student to reflectively engage in self-awareness. Attendance is expected in order to effectively engage in mutual aid and collaboration essential for the development of professional growth and awareness. Effective performance is dependent on successful participation in the seminar activities and discussion, completion of specific learning assignments that reflect on the foundations of practice, and the ability to practice effectively with clients in the placement setting. Students will be required to develop an individualized learning contract to guide the learning process that incorporates the CSWE practice outcomes of the MSW foundation level.

**Prerequisites:** SWK 500: Collaborative Strengths Based Relationships in Social Work Practice  
SWK 509: Pre-field Graduate Seminar  
SWK 513: The Idea of Social Work: History, Philosophy and Theory  
SWK 514: Social Policy and Service Organizations  
SWK 516: Ethical Principles in Social Work Practice  
SWK 520: Life Transitions and Human Development in the Social Environment

**Co-requisites:** SWK 501: Clinical Practice I: Solution-Focused/Client-Directed Practice & Lab  
SWK 506: Research in Clinical Practice I: Evaluating Practice  
SWK 517: Applied Ethics in Social Work Practice  
SWK 521: Social Diversity and Social Work Practice

**Course Objectives:** As mentioned, the field experience and practicum will address the objectives outlined for the MSW Program at a skill level consistent with the foundation level of practice proficiency. Course objectives are designed to afford students the opportunity to enhance **knowledge**, practice **skills**, and professional **values** essential for **ethical** professional practice. Drawing on the CSWE Educational Policies, the objectives for the foundation year read as follows:

**Goal #1: Professionalism** (*CSWE EP 2.1.1*)

Identify as a professional social worker and complete a professional internship in clinical practice while utilizing clinical supervision and consultation effectively.

- A. Gain awareness of roles and responsibilities of social workers in the agency setting.
- B. Conduct self in professional manner by planning and organizing workload, setting priorities through collaboration with the FI.
- C. Demonstrate respectful communication, both verbal and non-verbal, with clients and co-workers.
- D. Demonstrate ability to tolerate ambiguity.
- E. Develop plan to assure professional development.

**Goal #2: Ethical Principles** (*CSWE EP 2.1.2*)

Apply social work values and ethical principles to guide professional practice.

- A. Learn to distinguish professional values from personal values.
- B. Use supervision to establish professional boundaries with clients and co-workers.
- C. Identify ethical dilemmas and apply strategies of ethical reasoning to address conflicts.

**Goal #3: Critical Thinking** (*CSWE EP 2.1.3*)

Apply critical thinking skills to inform and communicate professional judgments/perceptions.

- A. Analyze models of assessment, prevention, intervention and evaluation for effective application for strengths-based practice.
- B. Appraise and integrate multiple sources of information, including client report, collateral contacts, research studies and practice wisdom.
- C. Demonstrate ability in written communication, including case documentation, planning objectives, departmental statistics, etc.

**Goal #4: Diversity** (CSWE EP 2.1.4)

Explore the needs and engage with diverse populations identifying the appropriate use of different practice approaches that celebrate diversity.

- A. Articulate ways cultural and personal differences shape life experiences for clients and colleagues.
- B. Demonstrate ability to collaborate with clients and co-workers coming from a place of "not-knowing."
- C. Demonstrate self-awareness and monitor personal biases and values to ensure non-discriminatory practice.
- D. Develop a plan to advocate for client diversity within the agency or community.

**Goal #5: Social and Economic Justice** (CSWE EP 2.1.5)

Advance human rights and explore social and economic justice to enhance the resiliency of clients and colleagues.

- A. Demonstrate understanding of mechanisms of oppression and discrimination in the agency and/or community.
- B. Advocate for human rights and social and economic justice within the agency and/or community.
- C. Collaborate with clients and colleagues to engage in effective policy action to enhance parity in service delivery.

**Goal #6: Human Behavior and the Social Environment** (CSWE EP 2.1.7)

Apply knowledge of human behavior and the social environment to engage in strengths-based practice and policy.

- A. Identify theories that enhance understanding of biological, cultural, psychological and spiritual development of the client populations served by the agency.
- B. Critique conceptual frameworks to guide process of assessment, intervention, and evaluation to enhance person-in-environment functioning.
- C. Demonstrate ability to apply theoretical frameworks and/or models of practice suited to the agency setting.
- D. Demonstrate an appreciation for the dynamic process of human interaction and the application for the change process.

**Goal #7: Policy Analysis and Advocacy** (CSWE EP 2.1.8)

Engage in policy practice to advocate for social and economic well-being to deliver effective social work services to enhance resiliency.

- A. Demonstrate ability to analyze protocols and policies that guide practice at the agency, state or federal level to assess effectiveness.
- B. Gain awareness of agency or state protocols that challenge equality in client care and/or access to service.
- C. Advocate for a protocol or policy change at the agency, community or state level to enhance social well-being for the client populations served at the agency.

**Goal #8: Research** (CSWE EP 2.1.6)

Engage in research-informed practice and practice-informed research.

- A. Analyze alternative research methods to evaluate practice effectiveness at the agency.
- B. Demonstrate ability to use practice "wisdom" to inform scientific inquiry.

- C. Demonstrate ability to gather evidence of agency and/or individual practice effectiveness.
- D. Use supervision and collaboration to engage in practice reflection and self-correction.

**Goal #9: Contexts that shape practice (CSWE EP 2.1.9)**

Demonstrate the ability to respond to contexts that shape practice, including a variety of systems and their impact on client systems.

- A. Identify mission, history and values of agency that set the context of agency practice.
- B. Identify agency/administrative formal and informal lines of authority.

**Goal #10A: Social Work Practice (CSWE EP 2.1.10)**

Demonstrate effective skills for engaging, assessing, planning interventions, and evaluating practice with client systems of all sizes (individuals, families and groups) drawing on the strengths-based perspective.

***Engagement:***

- A. Demonstrate an ability to build trust and use empathy to foster collaborative interpersonal relationships with clients and colleagues.
- B. Demonstrate skills in collecting, organizing and interpreting data obtained from clients and collateral contacts.

***Assessment:***

- C. Gain skills in conducting intakes/assessments that identify client strengths and concerns.
- D. Develop goals and outcomes collaboratively with client systems served.

***Interventions:***

- E. Select suitable strategies of intervention with the client system.
- F. Advocate and mediate for clients to prevent disparities in service options.
- G. Adhere to agency policies and protocols in serving clients.

***Disengagement:***

- H. Facilitate endings and transitions, affirming competencies and progress achieved with clients.
- I. Facilitate access to additional services.

***Evaluate:***

- J. Design and implement strategies for evaluating practice effectiveness with clients.
- K. Compile data to determine completion of desired outcomes.

**Goal #10B: Social Work Practice (CSWE EP 2.1.10)**

Demonstrate effective skills for engaging, assessing, planning interventions, and evaluating practice with client systems of all sizes (organizations and communities) drawing on the strengths-based perspective.

***Engagement:***

- A. Demonstrate an ability to build trust with colleagues.
- B. Gain awareness of diverse practice styles of agency personnel.

***Assessment:***

- C. Learn skills in developing successful collaborative working relationships.
- D. Participate in development of goals and objectives that facilitate working groups and committees.

***Interventions:***

- E. Engage in planning and/or program development that enhances delivery of services to diverse client populations.
- F. Advocate and mediate for clients to prevent disparities in service options.

***Disengagement:***

- G. Facilitate endings and transitions at the end of the semester or project.
- H. Preserve access to continuing working relationships.

***Evaluate:***

- I. Evaluate effectiveness of student projects and/or agency service.
- J. Compile data and report project effectiveness.

Student proficiency in these areas should be reflected in the student's learning contract in order to prepare the student for the successful evaluation of his/her performance at the end of the semester. Successful participation in the integrative field seminar will require respectful engagement and critical reflection to enhance the learning process. Each student is expected to assume personal responsibility for successful engagement in the learning process. Such responsibility requires participation in creating a safe seminar environment that fosters honest, respectful expression of perspectives, concerns, questions, and differences to enhance self-awareness and self-confidence sharing case material and building practice proficiency. **Maintaining confidentiality of case material, practice situations, personal concerns that are addressed to enhance the learning process, is essential. Hence, each student is required to sign a confidentiality form to ensure that the content of field seminar discussions remain confidential.**

**Required Texts:**

Denny, J. (2011-2013) *Master of social work field education manual*. Wilmington, NC.: unpublished manuscript. (Available on the UNCW social work web site: [www.uncw.edu/swk](http://www.uncw.edu/swk) if you did not purchase one during fall semester)

*NASW Code of Ethics*. (1996) Washington, DC.: NASW Press. (Available on the NASW website: [www.naswdc.org](http://www.naswdc.org) or the MSW Field Education Manual)

**Utilized Websites include:**

[www.socialworkers.org](http://www.socialworkers.org)

[www.naswnc.org](http://www.naswnc.org) - (an ethical dilemma is discussed each month on line)

**Assignments:**

**Proof of Liability Insurance:** Each student is required to purchase student liability insurance through NASW membership. Coverage of \$1 million/\$3 million is the required amount of insurance for MSW students. A copy of your certificate of insurance must be on file in the field office before placement begins.

**Learning Contract:** The quality of the field placement will be enhanced by a clearly written

learning contract to guide the learning process. Such a roadmap will enhance the student's effective use of time management, ability to take initiative in planning, management of the work load, and ability to set priorities. Hence, within a basic framework of goals and objectives that applies for all placement settings, the student is required to identify suitable learning tasks and evaluation criteria that will focus the learning process while engaging the student in practice opportunities suitable for the foundation level of practice. Be sure the learning contract reflects what one **needs to know** as well as what one **wants to learn** as one gains practice experience.

In order to successfully complete this assignment, the student will need to work closely with his/her field instructor, collaborating to identify the range of learning tasks appropriate for the beginning generalist practitioner. The evaluation criteria must include measurable terminology that reflects the student's ability to describe the knowledge base needed for aspects of practice as well as one's ability to perform practice tasks. This assignment will also assist in self-evaluation of practice and provide experience in writing measurable criteria for research, care plans, etc. Each student must articulate one personal learning goal and the subsequent objectives to capture a specific practice/program evaluation interests. An electronic copy of the learning contract will be forwarded to each student to facilitate formatting and entry of learning activities and evaluation criteria.

Be sure to **incorporate** the learning assignments from the concurrent coursework into the learning tasks and evaluation criteria. Both the **student and the field instructor must sign** off on the contract before submitting it to the MSW faculty liaison, **creating a three-way contract**. Regular review of the learning contract in supervision throughout the semester is essential to keep the learning process focused. .

***Practice Journal:*** Each student is required to maintain a reflective journal that includes significant aspects of the learning process, issues and concerns that arise in placement, and anecdotes and/or impressions that identify new self-awareness and professional growth. Journal entries will be reviewed by the faculty liaison with comments designed to guide the student's learning process; this process facilitates a dialogue between the student and the faculty liaison. The contents of the journal will be confidential and not shared with the field instructor unless student gives permission. **Please use required format given to student on first day of class.**

***Agency Profile Report:*** Understanding of the agency mission, policy, and funding sources is essential for identifying the context of practice for service delivery and determining the boundaries for practice responsibilities. Hence each student is expected to write an agency profile report that articulates the context of the practice setting. Resources to help you become acquainted with the agency include, but are not limited to, interviews with the field instructor, interviews with staff members, shadowing staff with differing responsibilities, attending staff meetings, attending managerial and Board meetings, reading policy manuals, reviewing organizational charts, meeting with financial officers, etc. After gathering the data, the student must organize his/her thoughts into a short report that describes the agency

and draw conclusions as to whether the agency is **client-centered or agency-centered, or both**, in the delivery of service. Include enough information that will allow the reader to comprehend the agency without prior knowledge of the agency. Be sure to follow **APA format!** (Check the APA web site for correct format: [www.owl.english.purdue.edu/owl/resource](http://www.owl.english.purdue.edu/owl/resource).) The following list of topics need to be included in your report:

- a brief history of the agency, when it was founded, how it has grown to its current scope of service.
- a brief description of the agency's mission (or mandate for service) and its congruence with the *NASW Code of Ethics*.
- a summary of services and whether services are congruent with the mission.
- a brief description of the accessibility of services, client access, agency location, and community perception of the agency.
- a brief review of funding sources and the service mandates determined by these revenue sources.
- a brief summary of the methods used to determine the effectiveness of agency services, addressing both client satisfaction and service outcomes.
- a brief statement as to whether the agency's service delivery is client-centered, agency centered, or both.

***Ethical Dilemma Paper:*** Each student is expected to identify an ethical dilemma that she has encountered in the field setting and analyze it in a paper (5-6 pages). This paper is NOT intended to be a critique of the agency. Rather, there are daily occurrences where social workers are faced with conflicting expectations and mandates for practice. Therefore you are asked to write about an ethical dilemma you encountered in field practice. The following elements should be included in your analysis:

- What is/was the ethical dilemma? Be sure to **distinguish between personal, professional, agency, legal, and client values and/or mandates.**
- What individuals or groups are impacted by the dilemma? Clients? Staff? Others?
- What diverse perspectives need to be considered and how this information was acquired to facilitate your assessment and assist you in developing a plan of action? **Se sure to attach copies of documentation cited to support your discussion--i.e., copy of law, agency policy, etc.**
- What groups or resources would/did you consult to assist in clarifying the dilemma and deciding on a course of action? Within the agency? Outside the agency?
- What **standards of the *NASW Code of Ethics* apply to your discussion?**
- What action would you pursue or recommend? Support your answer.

Check your assignment sheet for the specific due date. **APA FORMAT IS EXPECTED!**

***Competency & Reflection Paper:*** Each student will reflect on his/her progress in the development of practice competency and readiness for continued practice, articulating plans for continued learning. These plans will then be incorporated in the MSW Practicum II Learning Contract. In addition, each student will engage in critical reflection on how the

developmental stages of an internship, as discussed in Chapter 2 of the Sweitzer & King text, are similar or dissimilar to his/her own field experiences.

**Time Sheets:** Each student is required to maintain a time sheet that reflects the hours worked in the field placement for an average of 24 hours per week. (This amount is necessary if the student hopes to complete the required 300 hours for the semester.) Hours for attendance at the weekly seminar do NOT count toward the completion of field hours. There will be additional opportunities to earn field hour credits by attending approved campus lectures and alternative learning experiences that are cleared with your faculty liaison. The time sheet is due on the last day of seminar unless the student has made arrangements with the faculty liaison for an alternative due date; any **exceptions to this due date must be cleared with the faculty liaison in advance**. Be sure to have your faculty liaison sign your timesheet on a weekly basis to keep a current record of your time. Field hours are typically Monday, Tuesday, and Wednesday, but the hours should be arranged based on the best learning opportunities for each student, as long as they are cleared with the field instructor.

**Reading Assignments:** Each student will be responsible for the assigned course readings found under the specific units of study as identified on the schedule of assignments or pick their own article related to the topic. Prepare a short reflection that identifies 2-3 highlights of the assigned article and how these are of interest or concern. Be sure to include 2-3 questions or topics of interest stimulated by the readings which can enhance the discussion process. Textbook readings are NOT optional. While readings may vary as the course progresses, students will be advised of changes in time to prepare for class discussion. Assigned readings other than those included in your text will be placed on electronic reserve in the library.

**Seminar Participation:** Each student is expected to contribute to seminar discussion and participate in reflection activities. Participation provides a practice arena where the student can begin to demonstrate the skills necessary for professional interaction and increase confidence in articulating his/her position on specific issues and questions for practice. In order to effectively participate in seminar, **attendance is mandatory** and indicative of the student's commitment to the professional learning process. Be sure to bring questions, case illustrations, etc. from field practice to seminar to facilitate discussion. While there are designated topics for each weekly seminar, preference will be given to placement and practice issues of concern.

**Grades:** The final grade for field education combines the student's work in the agency with performance in the graduate integrative field seminar. All assignments are evaluated for quality and timeliness and must be completed to receive course credit. If you are experiencing difficulty meeting an expected assignment deadline, you must **negotiate a change in the due date prior to the deadline**, in order to receive consideration for an extension. The learning contract will provide the basis of the evaluation for the field practicum experience and will be accompanied by a practice reflection, completed by the field instructor and the student to enhance the evaluation of practice proficiency. This



combined evaluation of student practice performance will in turn be reviewed with the faculty liaison at the time of the end-of-semester site visit. This approach to the performance evaluation is designed to enhance self-evaluation and assertiveness necessary for effective self-awareness.

**Field Practice = 50%**

**Integrative Seminar = 50%**

- Agency Profile Report = 15%
- Ethical Dilemma Analysis = 25%
- Journal = 25%
- Competency Reflection Paper = 15%
- Seminar Participation = 10%
- Reflection Reading Response = 10%

**Accommodations for Students with Disabilities:**

Students who have a disability and need accommodations should notify the instructor. In order to obtain such accommodations, the student must officially register with the Office of Disabilities Services located in DePaulo Hall (962-3746) and the instructor with a letter of accommodation which specifies the student's learning needs. Accommodations will be made based on the recommendations of Disabilities Services, and collaboration with the student, to determine how best to accommodate the student's learning concerns.

**Methods to Successfully Achieve Objectives:**

The primary learning format is the engagement in interactive learning which includes discussion of the assigned readings and classroom activities. Seminar sessions are based on the expectation that all readings assigned for that seminar topic have been completed prior to seminar. In addition, each student is encouraged to share personal experiences and/or perceptions that will enhance seminar discussion. The seminar is built upon a philosophy of shared leadership which requires students to contribute to the discussions and fosters inclusion of seminar participants. Therefore, students are expected to attend seminar to facilitate learning and the acquisition of skills in professional communication. Finally, **all assignments are due on the designated due date (see schedule of assignments)**; inability to meet a designated due date requires negotiation with the instructor PRIOR to the DUE DATE!

**Academic Honor Code:**

As beginning professionals in social work, with a commitment to social work values and ethics, it is assumed that each student will comply with the University's Academic Honor Code. Failure to do so can result in a report to the Dean of Students and could result in academic dismissal from UNCW. Obviously plagiarism has no place in graduate studies and will not be accepted necessitating academic discipline according to UNCW policy. Adherence to the Academic Honor Code is consistent with adherence with the NASW *Code of Ethics*.

## **UNCW Student Gender-Based/Sexual Misconduct Policy**

UNCW takes all forms of interpersonal violence very seriously. **When students disclose, first or third-hand**, to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking, this information **must be reported to the administration** in order to ensure that student's rights are protected, appropriate resources are offered, and the need for further investigation is explored to maintain campus safety.

There are three **confidential resources who do not need to report** interpersonal violence: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE's 24-hour crisis line (910-512-4821). For more information, please visit [www.uncw.edu/sexualmisconduct](http://www.uncw.edu/sexualmisconduct) or [www.uncw.edu/care](http://www.uncw.edu/care)

### **Electronic equipment in the classroom:**

As adult learners, the faculty assumes that each student will be respectful. Cell phones and iphones should be on vibrate while in the classroom if it is necessary for them to be on at all. Should a call come in that requires student attention (family), students are expected to step out of the room to handle the call. Texting, checking email, etc. are not appropriate uses of technology during classroom time. Both access to internet to facilitate class discussion or note taking are appropriate uses of laptops in the classroom.

## **Schedule of Assignments**

### **1/12/17 Overview of Seminar**

- Get acquainted to develop group comfort for mutual aid
- Share experiences
- Seminar format and expectations
- **Confidentiality form**

***DUE: Certificate of Insurance***

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### **1/19/17 Laying the Groundwork**

- Tools for reflection
- Recognizing your personal & cultural viewfinder
- Identifying your own professional style

**Angie Vandenberg and Lori Dugan will come speak about tk20.**

### **Reading:**

Sweitzer & King. Chapter 1: Surveying the Landscape

Sweitzer & King. Chapter 2: Essentials for the Journey

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**1/26/17 Understanding Self in the Internship**

- Adjusting to Agency & Program Expectations
- Developmental stages of an Internship
- Separate and Connected Learning
- Building your Professional Identity

**Readings:**

Sweitzer & King. Chapter 3: Framing the Experience.

Sweitzer & King. Chapter 4: Understanding Yourself as an Intern.

***DUE: Agency Profile Report***

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**TBD Learning Contract Workshop - Attendance Required  
Field Credit Offered  
Student & Field Instructor to attend together  
Location and Time TBD**

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**2/9/17 Learning Contracts**

- Purpose
- Levels of learning
- Determining goals
- What to include in the roadmap

**Reading:**

Sweitzer & King. Chapter 5: Experiencing the “what if’s”: The anticipation stage.

***DUE: 1st JOURNAL***

***DUE: Draft of one goal for Learning Contract for feedback***

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**2/16/17 Assessing Strengths: Clients**

- Listening for Strengths
- A philosophy for Practice
- What you Believe is What You See

**Reading:**

Saleeby, D. (2006) The strengths approach to practice. *The strengths perspective in social work practice, 4<sup>th</sup> ed.* Boston: Allyn and Bacon, 77-92.

Sweitzer & King. Chapter 6: Getting to know the clients, 98-111.

***DUE: Learning Contract***

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2/23/17

**Client Acceptance & Safety**

- Personal safety guidelines
- Considerations for home visits
- De-escalating client anxiety and hostility

**Getting to Know Colleagues and Agency Setting**

- Building Trust
- Identifying supervisory style of field instructor
- Effective use of supervision
- Agency structure
- Organizational Politics

**Readings:**

Sweitzer & King. Chapter 7: Getting to know your colleagues.

Sweitzer & King. Chapter 8: Getting to know the placement site, 134-154.

Sweitzer & King, Ch. 9: Getting to Know the Clients.

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3/2/17

**Assessing Your Progress**

- Review mid-term evaluation
- Role of evaluation
- Collaborative process during evaluation and moving forward

**Initiate scheduling for site visit (starting the week of March 13<sup>th</sup>)**

**Reading:**

“Evaluation Time.” Rogers, Collins, Barlow, and Grinnell. *Guide to the Social Work Practicum, A Team Approach.* Itasca, IL: F.E. Peacock, Inc., 2000, 97-108.

Article #5: Berg-Weger, M. & Birkenmaier, J. (2000) Making the most of your field practicum supervision. *The practicum companion for social work: Integrating class and field work*. Boston: Allyn & Bacon, 69-86.

***DUE: 2<sup>nd</sup> JOURNAL***

***DUE: Mid-term Evaluation (tk20)***

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**3/9/17            SPRING BREAK, NO CLASS**

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**3/16/17            Community Context of Practice**

- Networking
- Structural Considerations
- Community Politics

**Reading:**

Sweitzer & King, Ch. 9: Getting to Know the Community

***DUE: Documentation Samples***

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**3/23/17            Taking Stock and Facing Reality**

- Keeping the Learning Contract Alive
- Facing Realities
- Considering Issues & Ethical Dilemmas

**Reading:**

Sweitzer & King, Ch. 10: Taking Stock and Facing Reality.

Article #4: Grobman, L. (2002) Vicarious traumatization in field placements. *The field placement survival guide*. Harrisburg, PA: White Hat Communications, 101-110.

***Due: 3<sup>rd</sup> JOURNAL***

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**3/30/17            Cultural Sensitivity, Diversity & Social Justice**

- Stereotyping
- Advocating for oppressed populations

- Celebrating diversity

**Reading:**

Ryan, W. (1971) The art of savage discovery. *Blaming the victim*, 3-29.

Long, D., Tice, C. & Morrison, J. (2006) Considerations for the practitioner. *Macro social work practice, a strengths perspective*.

***DUE: Ethical Dilemma Paper***

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4/6/17

**Professional & Ethical Considerations**

- Professional conduct
- Ethical dilemmas
- Decision-making
- Legal Considerations

**Reading:**

Rothman, J. (1998) "Elements of ethical decision-making." *From the front lines, student cases in social work ethics*. Boston: Allyn and Bacon, 1-24.

Sweitzer & King. Chapter 13: Considering the issues: Professional, ethical and legal.

Gebthard, S. (1995) Legal issues: Confidentiality and privileged communication. *Encyclopedia of social work, 19<sup>th</sup> ed., vol. 2*. Washington, D.C.: NASW Press, 1579-1584.

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4/13/17

**NO CLASS**

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4/20/17

**Wrap-up Discussion**

***DUE: 4<sup>th</sup> JOURNAL***

***DUE: TIME SHEET (tk20)***

***DUE: Competency and Reflection Paper***

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**4/27/17      Reading Day**

**DUE: *If you have not submitted already, LEARNING CONTRACT is due (tk20).***

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**Congratulations: Your first year of the MSW Program is complete!!**

## **Bibliography**

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