

**UNIVERSITY OF NORTH CAROLINA AT WILMINGTON**  
**SCHOOL OF SOCIAL WORK**  
**SWK 561: Seminar for MSW Social Work Practicum II**  
Spring 2017

**INSTRUCTOR:** Marty Hernandez, MSW, LCSW  
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**Course Catalog Description:**

**SWK 561. Field Instruction and Graduate Seminar II. (3)** Prerequisites: SWK 560 and a 180 hour placement in a graduate level social work position with MSW supervision. Seminar focuses on application of professional knowledge and solution focused clinical techniques.

**Course Description:** This graduate field seminar is the second in a series of five seminars designed to assist the MSW student in the integration of theory and practice in the clinical practice setting. Building on SWK 560: Graduate Field Seminar I, this seminar and field experience allows the intern to enhance his/her skills in the proficient use of a solution-focused practice. Students will have experience working with a variety of client systems, including individuals, families, couples, groups, and organizations. Working from a strengths based perspective, students will have the opportunity to refine their assessment skills using a biopsychosocial/spiritual approach. Under the guidance of a social work supervisor, each intern will also have opportunity to expand the use of self in therapeutic relationships to afford greater understanding of human behavior and individual competencies and strengths, within the client and self.

The field seminar meets weekly, for a one hour reflection on practice techniques. Each student will be encouraged to actively reflect on use of self and self-evaluation of practice ability. Attendance is essential in order to utilize the techniques of mutual aid and collaboration, in the seminar setting, to enhance professional growth and awareness. Effective performance is dependent on successful participation in the seminar activities and discussion, completion of specific learning assignments reflecting on the beginning of specializations in clinical practice. Students will be required to develop an individualized learning contract to guide the learning process that reflects the basic goals of social work practice at the beginning level of clinical practice.

**Pre-requisites:** SWK 509: Graduate Pre-Field Seminar  
SWK 560: Field Instruction and Graduate Seminar I

The field experience continues to build upon the practice foundation of the first year and a half of study and will encompass the program objectives to determine student proficiency in field practice. Course objectives are designed to enhance knowledge, practice skills, and

professional values essential for ethical practice. Upon completion of this field education practicum and seminar, the MSW student will be able to:

*Knowledge:*

1. Recognize the impact of social, cultural, economic, political, and spiritual perspectives on the nature of practice, especially as they apply to practice with families, groups, and organizations. *MSW Advanced Objectives 1, 2, 3, & 7.*
2. Identify the essential elements of a biopsychosocial/spiritual assessment and analyze these variables and their impact on human behavior within the organizational context. *MSW Advanced Objectives 2 & 7.*
3. Identify those populations considered to be at-risk, oppressed, disenfranchised as well as those groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, age, and national origin. *MSW Advanced Objectives 2, 3, 4,*
4. Utilize the history and evolution of the intellectual and theoretical development of the social work profession and apply a critical understanding to analyze alternative program and practice models in the organizational setting. *MSW Advanced Objectives 1 & 3.*
5. Identify the organizational context of social work agencies and service delivery systems and the essential policies impacting the quality of service provided. *MSW Advanced Objectives 2, 3, 4, & 7.*
6. Articulate techniques of strengths based practice consistent with the solution focused and cognitive behavioral models of practice with client systems of all sizes. *MSW Advanced Objectives 1, 3, 4, 5, & 7.*

*Skills:* Demonstrate collaborative working relationships with clients and co-workers, using a strength-based approach. *MSW Advanced Objectives 1, 3, 4, & 5.*

7. Demonstrate an ability to engage and practice with diverse populations to facilitate practice and service evaluation. *MSW Advanced Objectives 2, 3, 4, 5, & 6.*
8. Practice within a specific social work concentration demonstrating knowledge of and commitment to the *NASW Code of Ethics*, assessing ethical concerns and dilemmas that arise in the practice setting. *MSW Advanced Objectives 1, 2, 3, 4, 5, 6, & 7.*
10. Develop effective alliances and implement appropriate client-directed intervention plans consistent with advanced understanding and integration of selected clinical practice models. *MSW Advanced Objectives 1, 3, 4, & 5,*
11. Evaluate the effectiveness and efficacy of one's own clinical practice by applying evaluation and outcome measures to collect data for modification of practice. *MSW Advanced Objectives 1, 4, & 6.*

*Attitudes and Values:*

12. Understand and appreciate the multiple layers of diversity and privilege as they relate to social work practice and issues of social justice within the organization, community, and society. *MSW Advanced Objectives 2, 3, 5, 6, & 7.*
13. Develop an appreciation for the implications in diverse cultural settings, including urban and rural settings. *MSW Advanced Objectives 2, 4, 6, & 7.*

14. Embrace the values of the profession and their contribution to ethical practice.
15. Value the learning process and demonstrate a commitment to continuing professional education. *MSW Advanced Objectives 3, 4, 6, & 7.*

Student proficiency in these areas must 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 each semester. Successful participation in the integrative 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 difference 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.

### **Required Texts:**

Vandenberg, A. (2014). *MSW manual for social work field education*. Wilmington, NC: unpublished manuscript. (Available on the UNCW social work web site: [www.uncw.edu/swk](http://www.uncw.edu/swk).)

*NASW Code of Ethics*. (1996). Washington, DC: NASW Press. (Available on the NASW web site: [www.naswdc.com](http://www.naswdc.com).)

### **Learning Experiences, Methods to Attain Objectives:**

Learning experiences will include both papers and experiential case development and treatment. The course will use formal lectures, readings, small group discussions, small group role-plays, and appropriate media to integrate the knowledge and skills relevant to the course objectives.

### **Academic Integrity and Honor Code**

All members of the UNCW community are expected to follow the Academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in the class. Please be especially familiar with the UNCW position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Adherence to the Academic Honor Code is consistent with adherence with the *NASW Code of Ethics*.

### **Accommodations for Students with Disabilities**

Students who have a disability and need accommodations should notify the instructor **by the end of the second week of this semester.** 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.

### **Violence and Harassment**

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

### **The UNCW Statement on Diversity in the University Community**

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. [Diversity Resources](#) .

### **Religious Observance Policy**

North Carolina General Statute 116-11(3a) and UNC policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students must submit a request for an excused absence, within SeaNet, seven days prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance

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

UNCW takes all forms of interpersonal violence very seriously. When students disclose (verbally or in writing) to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking against themselves or another student, 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. This means that if you tell the instructor about this kind of misconduct, the disclosure cannot remain confidential and the instructor must share that information. This is required by federal law and UNCW policy.

The following **three confidential resources** 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).

### **CAMPUS RESPECT COMPACT**

UNCW is committed to a civil community, characterized by mutual respect. Individuals wanting more information about the Respect Compact can contact the Office of Institutional Diversity and Inclusion.

### **USE OF PERSONAL ELECTRONICS**

I assume that you are all adult learners who are respectful concerning use of electronic equipment. If use of electronics becomes disrespectful, distracting or disruptive to me and/or your classmates, I will ask you to cease use of electronics.

### **CAMPUS ASSISTANCE FOR THIS COURSE**

Much assistance is available on campus to help you succeed in this course. The Randall librarian assigned to the School of Social Work is Ms. Anne Pemberton. You can email her at [pembertona@uncw.edu](mailto:pembertona@uncw.edu). The Writing Place is available to you for paper-writing assistance.

### **INSTRUCTOR'S TEACHING PHILOSOPHY**

I believe strongly in a collaborative learning process. I believe in an open and engaged classroom where students feel comfortable to engage in honest dialogue and exchange of ideas. I believe we learn best when we are honored for our thoughts and feelings, and when we honor others' thoughts and feelings.

## **Assignments**

**Revised 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 skills, ability to take initiative in managing the work load, and ability to set priorities. Hence, within a basic framework of goals and objectives, 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 that will prepare him/her for the advanced level of practice. Students must be certain that the contract reflects what he/she needs to know as well as what he/she wants to know.

In order to successfully complete this assignment, the student will need to work closely with the field instructor to collaborate and identify the range of learning tasks appropriate for the advanced practitioner. The evaluation criteria must include measurable terminology that reflects the student's ability to perform the tasks as well as describe the knowledge base needed for such aspects of practice. This assignment will also assist in the organization of the workload and self-evaluation of practice. Each student must articulate two personal learning goals and the subsequent objectives to capture specific practice/program evaluation interests. Be sure to incorporate the learning assignments from the concurrent course work into the learning tasks and evaluation criteria. **Both the student and the field instructor must sign off on the contract before it is reviewed by the MSW faculty liaison.** *MSW Graduate Field II Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, & 15.*

**Practice Journal:** Each student is required to maintain a weekly reflective journal that includes evidence of their learning process, issues and concerns that arise in placement,

and anecdotes and/or impressions that identify new self-awareness and professional growth. Client names and other identifying information should not be included in the writing. Strengths of the student, clients and agency *should* be consistently included. Weekly entries should be a minimum of 1 page and a maximum of 2 pages. Journal entries will be reviewed by the faculty liaison with comments designed to guide the student's learning process. The contents of the journal will be held confidential. This assignment will afford the opportunity for the faculty liaison and the student to engage in a dialogue regarding the learning process. A total of four journals will be submitted for the semester. *MSW Graduate Field Seminar II Objectives 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17.*

**Time Sheets:** Each student is required to maintain a time sheet that reflects the hours worked in the field placement for an **average of 10-12 hours per week.** (This amount is necessary if the student hopes to complete the required 180 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 credit by attending suitable 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; all exceptions to this due date must be cleared with the faculty liaison. *MSW Graduate Field III Objectives 7 & 9.*

**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? Which of the three basic types is this dilemma? (Refer to Chapter 13 of Sweitzer & King)
- 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?
- 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.

**Field Interview with Instructor & Agency Assessment/Clinical Plan:**

- **Personal Field Interview:** Each student is expected to schedule a personal interview with the Field Education Coordinator in order to discuss suitable 3<sup>rd</sup> year field placement options. This interview is intended as an information gathering tool to assist in helping each student identify agencies and field instructors who have

interests, learning styles, etc. that will enhance the field learning experience for the student.

- **Agency Interview Analysis:** Each student is expected to interview with an **approved placement agency (determined in collaboration with the Field Education Coordinator)**. These interviews will be scheduled and conducted independently with a handout provided to help you assess the viability of clinical opportunities at the agency. If a student chooses to stay with his/her current agency, they must still meet with their current field instructor to discuss new/continued clinical opportunities within the agency. Upon completion of each interview, the student must complete agency analysis form. The agency analysis form will be posted on Blackboard. *(This assignment addresses field objectives 1, 2, 3, 4, 7, 9, 10, 11, 13, & 14).*

**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 your position on specific issues and questions for practice. In order to effectively participate in seminar, attendance is essential and indicative of the student's commitment to the professional learning process. *MSW Graduate Field III Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, & 15.*

**Grades:** The 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. If no prior negotiation is made to extend the due date 2 points will be deducted from the assignment grade for each day it is late. The learning contract will provide the basis of the evaluation for the field practicum experience and will be accompanied by a practice evaluation checklist for consistency in practice accomplishments. The student and the field instructor are expected to collaborate in their review of the student's performance. Their combined evaluation of student practice performance will in turn be reviewed with the faculty liaison at the time of the site visit evaluation. This style of performance evaluation is designed to enhance self-awareness and assertiveness necessary for effective self-evaluation.

### **ATTENDANCE & GRADE POLICY**

**This class is a conversation. We create it together and your participation is of great value to the whole group. Email me ahead and let me know if you must be absent. Students are strongly encouraged to attend each class but there are no points deducted for two excused absences. A third absence will result in a 5 point deduction from the final grade. To be counted as present students must arrive on time and stay for the duration of class.**

**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. If no prior negotiation is made to extend the due date 2 points will be deducted from the assignment grade for each day it is late.**

**Field Practice:** 50% based on the evaluation of student's learning contract performance

**Field Seminar:** 50% based on completion of the designated field seminar assignments

<b>Assignment:</b>	<b>% of grade</b>
<b>Revised Learning Contract</b>	<b>Not graded</b>
<b>Field Interview and Agency Analysis</b>	<b>10%</b>
<b>Journals (4)</b>	<b>10%</b>
<b>Ethical Dilemma Paper</b>	<b>20%</b>
<b>Seminar Participation</b>	<b>10%</b>

<b>Letter Grade</b>	<b>Numerical Score</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	70-76%
F	69 & below
I	Incomplete

**Please Note: A C- grade is not a final grade option in graduate school.**

**Assessment of Course:** Students are encouraged to provide feedback to the instructor regarding the progress of the course and their learning. The instructor and course will be evaluated at the end of the term by students through use of an evaluation instrument administered by the Social Work department.

**Session Outline:** Each class will include time for discussion of practicum experiences. Wherever possible we will incorporate the discussion of the day's topic into the sharing of practicum.



<p><b>Week 1: January 12</b></p> <ul style="list-style-type: none"> <li>• Intro/Overview</li> <li>• Set Personal Goals</li> </ul>
<p><b>Week 2: January 19</b></p> <ul style="list-style-type: none"> <li>• Review Syllabus</li> <li>• Case consultation</li> </ul>
<p><b>Week 3: January 26</b></p> <ul style="list-style-type: none"> <li>• LC Review and Updates</li> <li>• Keeping the learning contract alive</li> <li>• Facing realities</li> <li>• Considering issues</li> </ul> <p>Supplemental Reading: Sweitzer &amp; King, Ch. 10: Taking stock and facing reality</p>
<p><b>Week 4: February 2</b></p> <ul style="list-style-type: none"> <li>• Professional and Personal Self Care</li> <li>• Practicing Mindfulness</li> </ul> <p>Supplemental Reading: Hick (2009) Ch. 1: Mindfulness and Social Work: Paying Attention to Ourselves, Our Clients, and Society, 1-30</p> <p><b>Due: Journal #1</b></p>
<p><b>Week 5: February 9</b></p> <ul style="list-style-type: none"> <li>• Ethical Dilemmas</li> </ul> <p><b>Necessary Reading for completion of Ethical Dilemma Paper:</b> <b>Sweitzer &amp; King. Ch.13: Considering the issues:</b> <b>Professional, ethical and legal.</b></p>
<p><b>Week 6: February 16</b></p> <ul style="list-style-type: none"> <li>• Professional and ethical considerations</li> <li>• Professional conduct</li> </ul> <p>Reading: NASW Code of Ethics (1996).</p> <ul style="list-style-type: none"> <li>• <b>DUE: Revised Learning Contract</b></li> </ul>
<p><b>Week 7: February 23</b></p> <ul style="list-style-type: none"> <li>• Community Context of Practice</li> <li>• Networking</li> <li>• Structural Considerations</li> <li>• Community Politics</li> </ul>
<p><b>Week 8: March 2</b></p> <ul style="list-style-type: none"> <li>• Goals and Treatment Plans</li> <li>• Documentation</li> </ul>

<p><b>Due: Journal #2</b></p> <p><b>Week 9: March 9</b>  <b>NO CLASS Spring Break</b></p>
<p><b>Week 10: March 16</b></p> <ul style="list-style-type: none"> <li>• Termination with clients</li> <li>• Ethics of termination</li> </ul> <p><b>Due: Ethical Dilemma Paper</b></p>
<p><b>Week 11: March 23</b>  <b>NO CLASS</b>  <b>Students expected to view:</b>  <b><u>Beyond the Cliff   Laura van Dernoot Lipsky - YouTube</u></b>  <a href="https://www.youtube.com/watch?v=uOzDGrcvmus">https://www.youtube.com/watch?v=uOzDGrcvmus</a>  Supplemental Reading:  Lee, J. &amp; Miller, S. (2013). A self-care framework for social workers.</p>
<p><b>Week 12: March 30</b></p> <ul style="list-style-type: none"> <li>• Discussion of “Beyond the Cliff” &amp; ethics of self-care</li> <li>• Cultural Sensitivity, Diversity, and Social Justice</li> <li>• Stereotyping</li> <li>• Advocating for oppressed populations</li> <li>• Celebrating diversity</li> </ul> Supplemental Reading: Long, D., Tice, C. & Morrison, J. (2006). Considerations for the practitioner. <i>Macro social work practice, a strengths perspective</i> . <b>Due: Journal #3</b>
<p><b>Week 13: April 6</b></p> <ul style="list-style-type: none"> <li>• Personal Goal assessment</li> <li>• Review of individual and class strengths</li> </ul>
<p><b>Week 14: April 13</b>  <b>NO CLASS HOLIDAY</b></p>
<p><b>Week 15: April 20</b>  Last day of class-wrap up!  <b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Journal #4</b></li> <li>• <b>Timesheet</b></li> <li>• <b>Agency Analysis</b></li> </ul>