



UNIVERSITY OF MISSOURI-ST. LOUIS  
SCHOOL OF SOCIAL WORK

Spring Semester 2012

FOUNDATION FIELD SEMINAR

SOCIAL WORK 5801

**Course Information**

TIME: Thursdays, 4:00-6:00 (every other week)

ROOM: Bellerive Hall 221

PREREQUISITES: Completion of or concurrent enrollment in all foundation courses with the exception of Research II

INSTRUCTOR: Patti Rosenthal  
OFFICE: 115 Bellerive Hall  
TELEPHONE: 314-516-6506  
OFFICE HOURS: Thursdays, 2-4  
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**Course Rationale and Overview**

This seminar is an integration of foundation course work with field experience. The focus will be on **generalist social work practice**. We will explore personal and professional attributes as we take a closer look at direct practice, communities, organizations and policies related to your field experience. You will be challenged to translate and apply the theoretical concepts and knowledge you have learned into behavioral social work practice skills. This transformation will require you to engage in in-depth self-assessment, critical thinking and risk-taking regarding new ideas and practice techniques and ongoing evaluation of social work competencies.

**Course Objectives**

In this course, students are expected to:

1. Integrate theoretical knowledge and content on social work issues (history, policy, values and ethics, human behavior, diversity, practice, organizations, research and evaluation, social and economic justice, populations at risk) with the practicum experience;
2. Critically analyze their work in the seminar course and in the practicum incorporating feedback from instructors and peers in order to identify strategies for self-correction and continued professional growth;
3. Network and process with peers and instructor, thereby developing professional and peer support;
4. Develop knowledge of the community and its resources;
5. Gain an understanding of the social worker's ethical responsibility to engage in life-long learning and begin to identify strategies for continued learning;
6. Learn how to utilize supervision to facilitate professional growth;
7. Reflect upon their own values and beliefs and learn to manage those values allowing their practice to be guided by the values and ethical standards of the social work profession;

8. Explore treatment issues, particularly regarding the use of self in social work practice;
9. Compare diverse social work settings and cultures within which social work practice occurs;
10. Discuss organizational and policy issues related to the field;
12. Apply knowledge of policy advocacy to empower vulnerable populations;
13. Refine professional presentation skills with attention to use of self and appropriate professional demeanor.

### **Course Format**

Each class session will begin with announcements, an introduction of the topic for the week, and an introduction of the student presenters. The student presentation and follow-up discussion will last approximately one hour. The second half of the two-hour seminar will focus on issues arising at field placement sites. This is not a lecture course. Students are expected to come to class prepared to discuss significant events that have occurred at their practica during the prior week. The class will engage in peer supervision using critical thinking and problem-solving skills to address complex practicum situations. Students are expected to observe confidentiality regarding disclosures by student colleagues related to their practicum experiences.

### **Role of Students**

- Students are expected to attend class and be on time. If more than two seminars are missed, students will be required to repeat all seminars the following semester. Tardiness may be considered an absence.
- Students are expected to complete the readings and come to class prepared.
- Students are expected to complete all assignments on time. Any problems with meeting deadlines or completing assignments should be discussed promptly with the instructor.
- Students are expected to ask questions, share experiences and participate actively in class discussions.
- Students are expected to check MyGateway regularly and each week before coming to class for announcements, additional readings, etc. Students are responsible for following any instructions posted on MyGateway.
- Students are expected to check their student e-mail accounts regularly as official class business will be communicated through access to student e-mail via MyGateway.
- Students will turn off or mute beepers and cell phones during class. No texting during class. If there is a reason for prompt response to a call (such as a sick child or being on-call), please inform the instructor prior to the beginning of class.
- As social workers, we are committed to developing and actively protecting the class environment and ask that students treat one another with respect in order to facilitate and encourage the expression, testing, understanding, and creation of a variety of ideas and opinions.
- Students can refer to the Student Conduct Code for more information. The Student Conduct of Code can be viewed in its entirety online:  
[http://www.umsl.edu/studentlife/dsa/student\\_planner/policies/conductcode.html](http://www.umsl.edu/studentlife/dsa/student_planner/policies/conductcode.html)

## Academic Dishonesty

Academic dishonesty is a serious offense that may lead to probation, suspension, or expulsion. One form of academic dishonesty is plagiarism--the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student's examination, take-home test, or laboratory manual. The code of [student conduct is in the Bulletin](#) and is also available in the [UMSL Student Planner](#).

## Americans with Disabilities Act Accommodation Policy

Faculty members are required by law to provide "reasonable accommodation" to students with disabilities. Students should inform faculty/instructors at the beginning of the semester about accommodation needs. Students requesting special services should contact the Office of Disability Access Services.

## Textbooks

Required texts

NASW CODE OF ETHICS- (Can be downloaded from NASW website).

Alle-Corliss, Lupe & Alle-Corliss, Randy. 2006. (2<sup>nd</sup> ed) . Human Service Agencies - An Orientation To Fieldwork. Pacific Grove, CA: Brooks/Cole Publishing Company.

Birkenmaier, Julie & Berg-Weger, Marla. 2011. (3d ed). The Practice Companion for Social Work. Boston: Pearson Education, Inc.

Students are encouraged to utilize *The United Way Community Service Directory*, provided online by the United Way Office, 1111 Olive Street, St. Louis, MO 63101; phone 314-421-0700. This online directory is Access Missouri 2-1-1 at <http://www.refersoftware.com/211missouri/>.

Additional readings as assigned. These readings will be listed on the course outline and available on MyGateway.

## Topical Outline

<b>Week 1 (January 19)</b>	<b>Topic</b>	Overview of course and assignments. Group determines presenters and presentation dates. Learning styles inventory taken. Discussion regarding getting started in practicum.
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Assignment due:	None
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Readings:	None
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<b>Week 2 (February 2)</b>	<p><b>Topic</b> The role of the student social worker Professional socialization Safety in social work settings Practicum supervision</p> <p>Assignment due: Journal 1</p> <p>Readings: Berg-Weger, Marla &amp; Birkenmaier, Julie, <i>The practicum companion for social work</i>, Chapters 1-4, Getting Started on Your Social Work Practice Career, Socialization into the Social Work Profession, and Safety in Social Work Settings, Making the Most Out of Your Practicum Supervision.</p> <p>Alle-Corliss, Lupe &amp; Alle-Corliss, Randy, <i>Human service agencies: An orientation to field work</i>, Chapter 3, Making the Most of Your Agency Experience.</p>
<b>Week 3 (February 16)</b>	<p><b>Topic</b> Legal Issues and Issues of Values and Ethics: Agency values and professional versus Personal Values Ethical decision making Social work licensure Legal obligations of social workers Professional liability and malpractice</p> <p>Assignment due: Journal 2</p> <p>Readings: Review NASW Code of Ethics.</p> <p>Alle-Corliss, Lupe; Alle-Corliss, Randy, Chapter 1, pp. 13-35, The Importance of Values and Self Awareness, Chapter 6, Ethical and Legal Issues.</p> <p>Birkenmaier, Julie and Berg-Weger, Marla, Chapter 9, Social Work Practice and the Legal System.</p>
<b>Week 4 (March 1)</b>	<p><b>Topic</b> Micro/Mezzo level social work practice: the helping process with individuals, families and groups; Conducting assessments and making appropriate referrals Challenging helping situations such as dealing with resistance, care taking and rescuing</p> <p>Note: Student presenter this evening should develop two case scenarios to practice referral making--one involving an older adult and one involving a single-parent family. All students should bring samples of assessment forms used at the practicum site</p> <p>Assignment due: Journal 3</p>

- Readings:
- Class handout: Components of a Comprehensive Assessment, *Teaching Resource Kit v.2.0/* A publication of the Council on Social Work Education's Strengthening Aging and Gerontology Education for Social Work (SAGE-SW) program/ John A. Hartford Foundation. (Also available on My Gateway)
- Sheafor, B. Horejsi, C., & Horejsi, G. (2003). *Techniques and guidelines for social work practice* (6<sup>th</sup> ed.). Needham Hts. MA: Allyn & Bacon. Chapter 14- The Client Who Is Elderly, pp. 519-521. (Available on MyGateway).
- Birkenmaier Julie and Berg-Weger, Marla, Chapter 6, Working With Individuals and Families; Chapter 7, Working With Groups; Chapter 10, Termination: The Beginning of an End (or the End of a Beginning?)
- Alle-Corliss, Lupe; Alle-Corliss, Randy, Chapter 4, The Helping process

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<b>Week 5 (March 15)</b>	<b>Topic</b> How to be a Helper - Part 2-Macro level social work Practice in the field setting Policy analysis advocacy Community organization and development Administration and planning Social research Integrating macro practice activities in direct practice settings
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Assignment due: Journal 4, Advocacy letter due next week.

- Readings:
- Birkenmaier, Julie and Berg-Weger, Marla, Chapter 8, Working with Organizations, Communities and Policy.
- Jansson, B.S. (2008) *Becoming an Effective Policy Advocate: from Policy Practice to Social Justice*. 5<sup>th</sup> ed. Belmont, CA: Thomson Higher Education. Chapter 1: Becoming Motivated to become a Policy Advocate and a Leader; Joining a Tradition of Social Reform, pp. 1-38. (Available on MyGateway)

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<b>Week 6 (April 5)</b>	<b>Topic</b> Diversity: How do issues of race, ethnicity, age, religion, sexual orientation, gender and disabilities impact service delivery? How responsive are agencies to issues of diversity?
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Assignment due: Advocacy Letter

- Readings:
- Lum, D. (2003). *Culturally competent social work practice: A framework for understanding diverse groups and justice issues*. Pacific Grove: Brooks/Cole. Chapter 1- Culturally Competent Practice (Available on My Gateway)
- Lum, D. (2004). *Social work practice and people of color: A process-stage approach*. (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. Chapter 5- A Framework for Social Work Practice with People of Color (Available on My Gateway)
- Mackelprang, R. And Salsgiver, R. (1999). *Disability: A diversity model approach in human services practice*. Pacific Grove: Brooks/Cole. Chapter 1- Societal and Professional Stereotypes. Chapter 13- Guidelines for Practice With Persons With Disabilities (Available on My Gateway)
- Atkinson, D. And Hackett. (2004). *Counseling diverse populations* (3d ed). New York: McGraw Hill. Chapter 4- Oppression of Women: Past and Present. Chapter 5- Oppression of Sexual Minorities: Past and Present. (Available on My Gateway)
- Alle-Corliss, L. And Alle-Corliss, R. (2006). *Human Service Agencies: An Orientation to Field Work* (2<sup>nd</sup> ed.). Pacific Grove: Brooks/Cole. Chapter 5- Diversity of Human Services

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<b>Week 7 (April 19)</b>	<b>Topic</b> The Importance of Organizational Knowledge: The impact of agency structure and policies on service delivery Common problems in social service organizations Dealing with sexual harassment, institutional sexism heterosexism, ageism, racism, and ableism
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Assignment due: Managing personal values assignment

Readings: Alle-Corliss, Lupe; Alle-Corliss, Randy, Chapter 2, Agency System and Policies

Berg-Weger, Marla & Birkenmaier, Julie, Chapter 5, Organizational Context

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<b>Week 8 (May 3)</b>	<b>Topic:</b> So you still want to be a social worker after all of this? Job satisfaction/ coping with stress/ burnout The effect of helping on one's personal relationships Dealing with professional relationships Career paths
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Assignment due: Self-assessment of Field Instruction

Readings:

Alle-Corliss, Lupe & Alle-Corliss, Randy Chapters 8 & 9 Interpersonal & Professional Relationships, Keeping Alive in Agency Settings

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## Assignments/Requirements

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### **STUDENT PRESENTATION**

1. Each student will be required to develop a presentation on an assigned weekly topic. Presentation topics are listed in the course outline. The student, using handouts, speakers, videos, group exercises, etc. will present the topic content for the week. The student presenter will also be the discussion facilitator for the week and should engage the class in a discussion related to the presentation. Presenters should link the topic to the class members' practicum experiences during class discussion. **Remember, this is a seminar and not a lecture class.** Each student will be evaluated by all other seminar participants. Student presentations should be thought provoking, creative, and engage the entire class. Students **may not simply read a paper or presentation** to the class. Students should leave the presentation with some new knowledge and/or skills related to the topic. Simply explaining the readings will not meet these criteria.

A one (1)-page outline of the presentation should be provided to the instructor a week before seminar. The presenter should create an agenda and give each member a copy on the day of the presentation. Each student in the class will evaluate the presentation on a form provided by the instructor. The instructor will assign the final grade based on his/her assessment of the presentation, considering the input of the seminar participants. Students will be evaluated on content, delivery of the content, and ability to facilitate a meaningful discussion. A copy of the presenter evaluation form will be distributed on the first night of class and will be available on MyGateway. A grading rubric will be provided prior to beginning the assignment. **The presentation will be worth 15% of the total grade.**

2. Using self-critique and the feedback from class, write a short paper (approximately 2 pages) assessing your performance and skills as a presenter. This paper will be due one week after the class evaluations are returned to you, or **two weeks after the presentation**. The following questions may guide you in your critical thinking. In addition to any general impressions of your work, please include concrete examples of what you did or did not do. Make sure to write about your reactions to making a presentation, not a summary of what the presentation was about.
  - What did you do that you thought went well?
  - What skills did you demonstrate that you believe were effective?
  - Did your presentation go as planned? Why or why not? Did you have to modify or change anything?

- If you could deliver the presentation again, what would you do differently? What would you do to improve the presentation if you were to do it again?
- Where is your growth or learning edge? In other words, what skills do you want to expand based on your experience as a presenter?
- Any other thoughts, observations, or reflections about your learning experience?

**The self-reflection paper will comprise 10% of the total grade.** A grading rubric will be provided prior to beginning the assignment.

### **Participation**

Active participation is required of each student at each seminar session. It is important that all students draw on their theoretical knowledge and agency experience to provide input for the discussion and group presentation. This will allow faculty to assess the ability of the student to integrate theory and practice. Students are expected to be familiar with assigned readings, and to come to class prepared to discuss the topic of the day. **Remember, this is a seminar course. Participation points will be awarded on a per class basis and will comprise 20% of the final grade.**

### **Journal**

Each student is responsible for completing and submitting a journal for class sessions 2-5 (a total of 4 journals). It is suggested that you write an entry after every day that you attend your practicum. Although there is no "right" length for these entries, they should record what you did and saw that day, new ideas and concepts you were exposed to and how you can use them, and your personal thoughts and feelings about what is happening to you. On average, approximately three typed pages should be sufficient. Note questions and concerns to be discussed at Seminars. It may be helpful to divide what you learn at your practicum into four categories: (a) knowledge (include both new information that you are exposed to and opportunities to apply theories and knowledge from other foundation courses); (b) skills; (c) personal growth; (d) career development. An example of a journal entry will be given in class. **A grade of 1- 5 will be assigned to your journal entries. Journals will be graded 4 times and will comprise 20% of the final grade. Journals are due on February 2, February 16, March 1 and March 15.**

- 1 - re-write, must see instructor
- 2 - below average, needs works
- 3 - average
- 4 - above average, on target
- 5 - excellent

### **Self-Assessment of Field Instruction**

Understanding one's learning style and learning how to use supervision well are important because they help build a foundation for continued professional development and life-long learning. Each student is asked to choose **three** separate supervisory sessions **at least two weeks apart** and complete an assessment form for each session. Students will be graded on their ability to think critically and to engage in an honest self-assessment. Students will be provided with a rubric in advance that explains the grading criteria in more detail. Students will be asked to submit all three entries on the same date, and they will be graded as one assignment. The self



assessment forms are available on MyGateway. **This assignment will comprise 15% of the total grade. This assignment is due on May 3.**

### **Managing Personal Values Exercise**

Effective social workers “recognize and manage personal values in a way that allows professional values to guide practice” (CSWE competency, 2.1.2). Describe in detail (approximately 2 type written pages) one situation that occurred during your practicum where you were able to recognize a conflict between your personal values and the values of your client or the organization. What personal values emerged and in what context? How were those values acquired? How were those values in conflict with the values of the client or organization? Which core values or ethical principles from the Code of Ethics came into play and how? Were you able to manage those personal values in a way that allowed professional values to guide your behavior? What strategies did you employ to bring about this result? A rubric will be provided in advance that further details grading criteria. **This assignment will make up 10% of the total grade. This assignment is due on April 19.**

### **Policy Advocacy Letter**

Each student will be required to write an advocacy letter to address a social justice issue, using the following guidelines.

- 1) Select a social justice issue or a social problem addressed by the practicum agency. This can be an issue that either directly or indirectly impacts the clients served by the field placement site.
- 2) Research, identify, and develop a rationale for a realistic policy change that will address this issue. The policy change you select may be currently pending legislation or new action to be initiated. Use the framework of social work values and principles to support your position. Your studies in economics, political science, and social policy should provide the background necessary for developing your idea.
- 3) Compose a letter to one of your local, state or federal representatives asking for his/her support for your position on the issue. Include specific facts, figures, and examples to back up your policy position. Use the appropriate format for addressing legislators.
- 4) Submit a photocopy of the letter. Send the original to your legislator.

A rubric will be provided that details grading criteria for this assignment. Students will be directed to other helpful on-line resources for completing this assignment.

**This assignment comprises 10% of the total grade. This assignment is due on April 5.**

## **Grading Criteria for Assignments**

Effective practice and generalist social work requires good writing skills to communicate information accurately and concisely to others. For this reason, writing assignments will be evaluated both for the content presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

1. Presentation and Appearance
  - A. Neatness
  - B. Correct grammar
  - C. Spelling

- D. Punctuation
  - E. Correct usage of APA style: The American Psychological Association's style manual should be followed for all written assignments when applicable.
  - F. All papers should be typed, double-spaced and paginated.
2. Organization
- A. Structure and format of the paper
  - B. Logical sequencing and continuity of ideas
  - C. Clarity of expression
  - D. Conciseness

Grading rubrics will be provided for all assignments.

### Attendance and Late Policies

Your attendance each week is required for successful completion of this seminar. **No class participation points will be awarded for the first class missed. Missing a second class will result in one full letter grade reduction.** If a third class is missed you must repeat the entire course. Late arrival (more than 5 minutes past the beginning of the class time) may be counted as an absence. As a courtesy to your classmates who will be acting as seminar facilitators, please plan to arrive on time.

Late assignment policy: All assignments should be turned in on time. Late assignments will be penalized at the instructor's discretion. In extenuating circumstances students may be given an extension. Foreseeable problems should be discussed with the instructor **BEFORE** the assignment due date, not after. All course assignments must be completed before a grade is issued.

### Final Grading System

Final score (%)	Final grade
95-100	A
94-90	A-
89-86	B+
85-82	B
81-80	B-
79-76	C+
75-72	C
71-70	C-
69 and Below	F

Assignment	% of grade
Presentation	15
Self-reflection paper	10
Self Assessment of Field Instruction	15
Journals	20
Managing Exercise	10
Advocacy letter	10
Participation	20

**Curriculum Content Associated with CSWE Competency Practice Behaviors**  
by EPAS Competencies

Designed to accompany SW5801

EPAS Competency	Practice Behavior and Content	Course Objectives	Assignments
COMPETENCY 2.1.1 <i>Identify as a professional social worker and conduct oneself accordingly</i>	Practice personal reflection and self-correction to assure continual professional development	Students are expected to critically analyze their work in the seminar course and in the practicum incorporating feedback from instructors and peers in order to identify strategies for self correction and continued professional growth;	Readings:  Berg-Weger, Marla & Birkenmaier, Julie, The practicum companion for social work, Chapter 1, Getting Started on Your Social Work Practice Career  Alle-Corliss, Lupe & Alle-Corliss, Randy, Human service agencies: An orientation to field work, Chapter 4, The Helping Process, Examination of the Process, Self and Follow-up, pp121-123.  Assignments: Student journals <b>Self-reflection paper*</b>
	Engage in career-long learning	Students will gain an understanding of the social worker's ethical responsibility to engage in life-long learning and begin to identify strategies for continued learning;	Discussion and review of materials on licensing, continuing education, professional organizations  Readings: Birkenmaier Julie and Berg-Weger, Marla, Chapter 10, Termination: The Beginning of an End (or the End of a Beginning?)  Assignment: <b>Self assessment of field instruction*</b>
	Use supervision and consultation	Students will learn how to utilize supervision to facilitate professional growth.	Readings: Berg-Weger, Marla & Birkenmaier, Julie, The practicum companion for social work, Chapter 4, Making the Most of Your Practicum Supervision Assignment: <b>Self assessment of field instruction *</b>

EPAS Competency	Practice Behavior and Content	Course Objectives	Assignments
COMPETENCY 2.1.2 <i>Apply social work ethical principles to guide professional practice</i>	Recognize and manage personal values in a way that allows professional values to guide practice	Students will reflect upon their own values and beliefs and learn to manage those values allowing their practice to be guided by the values and ethical standards of the social work profession.	Readings: Review NASW Code of Ethics.  Alle-Corliss, Lupe; Alle-Corliss, Randy, Chapter 1, pp. 13-35, The Importance of Values and Self Awareness, Chapter 6, Ethical and Legal Issues.  Assignments: Journals <b>Managing Personal Values Exercise *</b>
COMPETENCY 2.1.8 <i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</i>	Analyze, formulate, and advocate for policies that advance social well-being	Students will apply knowledge of policy advocacy to empower vulnerable populations.	Readings: Birkenmaier, Julie and Berg-Weger, Marla, Chapter 8, Macro Social Work Practice in the Field  Jansson, B.S. (2008) Becoming an Effective Policy Advocate: from Policy Practice to Social Justice. 5 <sup>th</sup> ed. Belmont, CA: Thomson Higher Education. Chapter 1: Becoming Motivated to become a Policy Advocate and a Leader; Joining a Tradition of Social Reform, pp. 1-38.  Assignment: <b>Advocacy letter assignment *</b>

\*Denotes assignment that measures practice behavior.