

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

York College

2020

SCWK 410 Field Placement and Seminar I (Individuals and Families)

Shirell Roeback
CUNY York College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/yc_oers/16

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

York College of the City University of New York
Bachelor of Science in Social Work (BSSW) Program
SCWK 410 Section _____
Field Placement and Seminar I (Individuals and Families)

Instructor Information

Instructor: **Professor Roeback** Email: **sroeback@york.cuny.edu**
Day and Time: **Wednesday 6pm – 7: 50** Phone: **718-262-2615**
Office Hours: Office Location: **3B03**
Tuesdays @ 3:30pm – 4:30pm; Wednesdays @ 4:30pm – 5:30pm; Thursdays @ 5pm – 6pm

Bulletin Course Description

Social Work 410 Field Placement and Seminar I is a **5 credit hour course**. 2 hrs lecture ; **14 hrs. fieldwork (2 days) Supervised Field Practicum and Experiential Learning** – 3 hours weekly, learning outside of the institution. Prereq: Acceptance into Field Placement, Social Work 293, Social Work 360, Social Work 370. Prereq. or Coreq: Social Work 400 and 470.

Social Work 410 is the second of the three-course field practice sequence (SCWK 293, 410 & 492). Supervised field experience. On-site visits by Social Work faculty. Integration of field, classroom learning in a weekly on-campus seminar and professional preparation. Placements are from 9:00 a.m. to 5:00 p.m. on two weekdays for a minimum of 200 hours for the semester. Permission required for repeating the course.

Course Overview

Social Work 410 is the second in a three-course sequence (SCWK 293, 410 and 492). The purpose of this field placement and seminar course is to integrate the components of social work education into a structured practice experience to prepare generalist social work practitioners with micro systems who 1) understand the social issues and concerns facing diverse urban populations, including ethnic minorities and immigrants; 2) understand the global dimensions of human needs and social problems; 3) are capable of making critical assessments of individuals and families, using knowledge of clients' physical, mental and spiritual resources; 4) understand the concepts and theories that are applied in direct practice; 5) are able to use findings from social science research to guide evidence-based practice aimed to improve the functioning and well-being of individuals, families, groups, organizations, and communities; 6) are committed to influencing service delivery systems that are socially and economically just and responsive to human needs; 7) are committed to professional growth and development through the pursuit of life-long learning.

In light of the missions of the Social Work profession, the Social Work Program, and York College, special attention is given to learning the concepts, theories, and skills that will prepare students to work with oppressed groups, diverse cultures, and urban populations worldwide. The course provides entry-level tasks to enable students to develop knowledge, values and skills in social work competency areas: professional identity, ethical practice; critical thinking; diversity in practice; human rights & justice; research based practice; policy practice; practice contexts; and, engage, assess, intervene and evaluate. A generalist model of practice will be used. Students will learn to apply generalist practice skills (e.g., engagement skills, assessment skills, communication skills, collaboration and networking skills) with individuals. Relevant research, theory, and practice skills are integrated into the seminar and are

reinforced in fieldwork practice. Emphasis is placed on micro systems and strengthening and deepening the learning that has taken place in earlier course work, especially in Social Work 293 (i.e., organizations and communities), 300, 350, 360, and 370, and that takes place in accompanying course work, Social Work 400, 470 and 480. Seminar learning and fieldwork are closely articulated. Most of the teaching materials that are distributed to students in seminar are shared with the field faculty. Students share their field experiences with their classmates by reading their process recordings and presenting other assignments in class.

Required Main Texts

Royse, D., Dhooper, S.S., Rompf, E.L. (2012). *Field Instruction: A guide for social work students*. Updated 6th edition. Boston: Pearson Education. **(Blackboard)**

Shulman, L. (n/a). *The skills of helping individuals, families, groups, and communities* (11th ed.). Pacific Grove, CA: Thompson Learning.

(Do not Purchase - Use your Mindtap account to add to your Bookshelf purchased through SCWK 470)

Summers, N. (n/a). *Fundamentals of Case Management Practice*. (5th ed.) Belmont, CA: Wadsworth/Thomson Learning.

(Do not Purchase - Use your Mindtap account to add to your Bookshelf purchased through SCWK 470)

This course requires **MindTap** from Cengage. **MindTap** is available for purchase on its own, or through [Cengage Unlimited](#), a subscription that gives you access to all your Cengage access codes and online textbooks listed above for \$119.99 per term, \$179.99 per year or \$239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited at no additional cost. Prefer print? You also get a textbook rental with your activation through Cengage Unlimited for \$7.99 + free shipping and the option to purchase a loose-leaf version of your textbook, which you can keep. Cengage Unlimited is available in the bookstore or at cengage.com/unlimited. visit www.cengagebrain.com/shop/ISBN/1111521255 to request access.
York College Social Work Program, Field Practicum Manual

Supplemental Readings

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA: Author. Available online:

<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

National Association of Social workers (NASW). (2017). *Code of ethics of the national association of social workers*. Available online: <http://www.socialworkers.org/pubs/code/default.asp>

CSWE (2015) Core Competencies

1. Demonstrate Ethical and professional Behaviors
2. Engage Diversity and Difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities

- 8. Intervene with individuals, families, groups, organizations and communities
- 9. Evaluate Practice with individuals, families, groups, organizations and communities

COMPETENCIES	Measures	Dimensions
Competency 1: Demonstrate Ethical and Professional Behaviors	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Professional Preparation Portfolio 3. Process Recordings 4. Midterm 5. Professional Preparation 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 2: Engage Diversity and Difference in Practice	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 	Knowledge, Values, Skills, Cognitive/Affective Reactions
Competency 3: Advance human and Social, economic and Environmental justice	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Final paper 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 5: Engage in practice-informed research and research informed practice	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 6: Engage with Individuals, Families, Organizations and Communities	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Final paper 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 7: Assess individuals, families, groups, organizations and communities	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 8: Intervene with individuals, families, groups, organizations and communities	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 	Knowledge, Skills, Values and Cognitive/Affective Reactions
Competency 9: Evaluate Practice with individuals, families, groups, organizations and communities	<ol style="list-style-type: none"> 1. Final Field Evaluation 2. Reading Logs 3. Process Recordings 4. Midterm 	Knowledge, Skills, Values and Cognitive/Affective Reactions

Instructional Methods

Lecture, class presentations, discussions and role-plays.

	Type of assignment	% of the total grade	Date Due
1	Process Recordings (5)	10%	Bi-weekly
2	Reading Logs	10%	Weekly
3	Mid-Term Examination – written take-home assignment	10%	Week 7
4	Final Examination – written take-home assignment	10%	Week 14
5	Professional Preparation (Portfolio/Binder, Case Presentation, and Participation)	10%	Weekly
6	Final Field Evaluation (<i>Mid-Semester Evaluation is not factored into the grade</i>)	50%	Week 14

Each student must submit all assignments for a final grade.

E-Learning Systems

Blackboard is an enterprise learning management system. It is used to provide web-enhanced, hybrid or online courses at York College. CUNY CIS maintains a centralized Blackboard server. The campus Blackboard administrator and the Help Desk provide technical support for faculty and students. To access your course(s) on Blackboard, you need a CUNY portal account. To register for a portal account, go to www.york.cuny.edu, Blackboard Support, and follow the instructions.

Your email address is provided through Yorkmail. For problems contact the Help Desk at 718.262.5300, or email helpdesk@york.cuny.edu.

The Instructor will use 3 forms of technology in the service of the course: 1) Blackboard (e.g., for Email, Course Documents, and Discussion Board activities); 2) Internet (OER Activities); 3) CORE ELMS (Time Logs, Student Educational Learning Plans, and Field Evaluations).

Reference Resources

www.nasw.org	National Association of Social Workers
www.ifsw.org	International Federation of Social Workers
www.unwire.org	United Nations Global News for Human Rights
www.cuny.libraries.edu	City University of New York Office of Library Services
www.apa.org	American Psychological Association

Policy on Academic Integrity, Attendance, Participation, and Submission of Assignments

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).
- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.

- Written and oral assignments must be submitted at the beginning of class on the due date. Late submission will result in a lowered grade.
- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

Course Outline

Week 1 -1/29

Introduction: orientation & overview of the course via the Syllabus:

Behavior Agreement; Review three Process Recordings formats (Individual, Group and Activity Log); CORE (see Core Power Point); Weekly Reading Logs; Student Educational Learning Plan; Final and Mid- Semester Evaluations; Student Self-Assessment; Mindtap (Textbooks); Required 200 hours for the semester and weekly submission; and Faculty site visits.

Agency Presentation: Beginning the 3rd week of the semester, each student will be assigned a date to present their agency. They will discuss: Name of Agency; Services/Programs; Population Served; Funding Sources; Your Internship Position and Responsibilities. This is part of your Professional Preparation (P & P).

Required Reading:

NASW. (2017). *Code of ethics of the national association of social workers*. Available online: <http://www.socialworkers.org/pubs/code/default.asp>

Week 2 - 2/5

Review again: Three Process Recordings formats (Individual, Group and Activity Log); CORE (see Core Power Point); Weekly Reading Logs; Student Educational Learning Plan; Final and Mid- Semester Evaluations; Student Self-Assessment; Mindtap (Textbooks); Required 200 hours for the semester and weekly submission; Faculty site visits; and Student Agency Presentation Assignments

Required reading

Royse et al. Chapter 6: Client systems: the recipients of services

Royse et al. Chapter 8: Legal and ethical concerns (pp. 111-114)

Summers, Ch. 28: Taking care of yourself

No Class – 2/12 – College is closed

Week 3 – 2/19

Required reading

Summers, Ch. 1: Ethics and other professional responsibilities for human service workers;

Summers, Ch. 5: Attitudes and boundaries

Summers, Ch. 15: The first interview

Assignments

Reading Log #1 due

Professional Preparation (OER)

Self-Care Class Discussion

Introduction to Self-Care - University at Buffalo School of Social Work - University at Buffalo

https://urldefense.proofpoint.com/v2/url?u=http-3A_socialwork.buffalo.edu_resources_self-2Dcare-2Dstarter-2Dkit_introduction-2Dto-2Dself-2Dcare.html&d=DwIFaQ&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=d6Kub1Ch28irL513hCM6C_K_tHi7x9rpi_3bG02fFk&s=bogKLFHv0gDSE08V5RF0UY_SjUvVsL9pTWZv48jSWHJ8&e=

Discuss next class activity

Week 4 – 2/26

Required reading

Shulman, Ch. 1: An interactional approach to helping

Assignments

Reading Log #2 due

Professional Preparation (OER)

Self-Care (Part 2) – Activity – Due in class

Each student will research before class and discuss their individual choice of self-care. Each student will present in class an activity/technique/method of self-care. The activity must be in their P & P portfolio/binder

Week 5 -3/4

Required reading

Shulman, Ch. 2: Oppression psychology, resilience and social work practice;

Shulman, Ch. 3: The preliminary phase of work;

Assignments

Process Recording #1 due

Reading Log # 3 due

Professional Preparation (OER)

Professional Organizations Class Discussions

https://urldefense.proofpoint.com/v2/url?u=https-3A_www.socialwork.org_resources_professional-2Dorganizations&d=DwICAg&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=DCdwD20c9SaXqm-JbTipuoPOhSulTgrWsuCdbWf17o&s=LdOEvV76Af6fi9v_tMkTfCUzvg3j-C3aSbIK_P5KoNI&e=

Week 6 – 3/11

Required reading

Shulman, Ch. 4: Beginnings and the contracting skills

Summers, Ch. 3: Applying the ecological model: A theoretical foundation for human services
NASW (2001) *Standards for cultural competence in social work practice*. Washington,
DC: Author. Available online: http://www.naswdc.org/practice/standards/NASW_culturalstandards.pdf

Assignments

Reading Log #4 due

Professional Preparation (OER)

Time Management Class Discussion - Are Time Management Skills Important for Social Workers?

https://urldefense.proofpoint.com/v2/url?u=http-3A_www.bestsocialworkprograms.com_faq_are-2Dtime-2Dmanagement-2Dskills-2Dimportant-2Dfor-2Dsocial-2Dworkers_&d=DwIFAg&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=5L8tpw3Q5orsVKD161-DE2zgVWt-TN-wul3q0XAUJHM&s=njgmqAs0qClOMA5MxZaYkiGUfeOV1NCr7_9MHQ_D9Sg&e=

Time Perception Task

Ask the participants to close their eyes. Then, instruct them to open their eyes after what they believe is 30 seconds. Afterwards, tell them to notice that not everyone opened their eyes at the same time. Explain that time perception isn't uniform for all people in all situations.

Discuss P & P activity due for next class (Instructor will choose activity for their class)

Week 7 – 3/18

Required reading

Shulman, Ch. 5: Skills in the work phase

Summers, Ch. 4: Cultural competence

Assignments

Process Recording #2 due

Reading Log #5 due

MID-SEMESTER EVALUATION (from supervisor)

MIDTERM PAPER DUE

Professional Preparation (OER)

Time Management Activity – Due in Class

1. Give Students a page of paper marked off in 24 numbered squares. Then write the routine activities they do each day (weekday/workday) into the square for that hour. On the second page, marked off in 24 squares fill the squares with just the nonproductive activities they do at work. On the third page, combine the information from the first two pages. This must be included in their P & P portfolio/binder and be prepared for discussion.

OR

2. This activity is great for learning how to allot time for different tasks. Give each person a timer before you all begin a busy day. Have people clock in after each task they complete and keep track of the activity and time spent on it. At the end of the day, write down how certain tasks take more time than

others. Also, discuss how having realistic expectations of how long something will take can be valuable in planning to make the best use of their time.

Week 8 - 3/25

Required reading

Summers, Ch.7: Identifying good responses and poor responses;
Summers, Ch.8: Listening and responding;

Assignments

Reading Log # 6 due

Professional Preparation (OER)

Social Media in Social Work Practice "*Social Media and Social Work: A Question of Ethics*"

https://urldefense.proofpoint.com/v2/url?u=https-3A_socialworklicensure.org_articles_social-2Dmedia-2Dsocial-2Dwork_&d=DwlFaQ&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=NR3MK27stDqmCucY0HRC4_SCzVb8CgeYUW4TdqGMbHA&s=WPvtc2GTsclSgAGDJm7_eJMKNHdj_-1wXqwpcrTfOVg&e=

Week 9 – 4/1

Required reading

Summers, Ch.9: Asking questions;
Summers, Ch. 10: Bringing up difficult issues;

Assignments

Process Recording #3 due
Reading Log # 7 due

Professional Preparation (OER)

Social Work Jobs- Settings & Populations (Social Work Licensure.org)

https://urldefense.proofpoint.com/v2/url?u=https-3A_socialworklicensure.org_careers_&d=DwlCAg&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=CS63NoYuzzA_TDI9IADHOFFVDz-bGzUzJaYMXyDL3qs&s=PZAuGi1tuqqIER-0wrGnQ2bIBJraGYZlwUDqb5P85s8&e=

Discuss activity for next session.

Week 10 – 4/7 (Tuesday on a Wednesday Schedule)

Required reading

Summers, Ch. 11: Addressing and disarming anger
Shulman, Ch. 7: The preliminary and beginning phases in family practice

Assignments

Reading Log #8 due

Professional Preparation (OER)

Social Work Jobs- Settings & Populations – Due in class

Each student will research their interest (setting population) and find a job announcement (BSW level).

The announcement must be in the P&P portfolio/binder. The following are resource you can use to find job announcements:

- Social Work Jobs and Careers @ SocialWorkJobBank.com
- Indeed.com
- NASW Career Center
- Monster.com

Spring Recess – 4/8 – 4/16

Week 11 - 4/22

Required reading

Shulman, Ch. 8 (p. 294-311): The middle and ending phases in family practice

Summers, Ch. 16 (p. 253-273): Social histories and assessment forms;

Assignments

Process Recording #4 due

Reading Log #9 due

Professional Preparation (OER)

Resume Writing Class Discussion -10 Essential Tips for Your Amazing Social Work Résumé -

SocialWorker.com

https://urldefense.proofpoint.com/v2/url?u=https-3A_www.socialworker.com_feature-2Darticles_career-2Djobs_10-2Dessential-2Dtips-2Dfor-2Dyour-2Damazing-2Dsocial-2Dwork-2Dresume_&d=DwlFAq&c=yJ4UutiJRKf_XEsHUtOboHQQfLtKBfRC_OV2xJVGo18&r=0QYPwMuscJdTj2aT657cjtSIMh4_JD6P-WG85P606ro&m=DDFK-6jU5ZJLMgLxRIT0xiSkFmBXbKdrSFawe589g1o&s=YO_aXM65RO0XNN15PIUut9-HAB_kRPBKBeQd8JpzUQU&e=

Discuss next class activity.

Week 12 – 4/29

Required reading

Shulman, Ch. 9: Variations in family practice

Summers, Ch. 2: Case management: definition and responsibilities

Assignments

Reading Log #10 due

Professional Preparation (OER)*Resume Writing Due in class*

Each student will research and prepare their own resume using the skills learned in prior class. The resume must be in the portfolio/binder. Be prepared to discuss in class.

Week 13 - 5/6

Required reading

Summers, Ch. 26 (393-401): Developing goals and objectives at the provider agency

Assignments

Process Recording #5 due

Professional Preparation (OER)

Work on Final Project

Week 14 - 5/13

Required reading

Shulman, Ch. 6: Endings and transitions

Assignments

FINALEVALUATION ASSESSMENT DUE (from field supervisor)

FINAL PAPER DUE

Professional Preparation (OER)

Final Project – present portfolio/binder for review by professor.

- Self-Care Plan
- Time Management Activity
- Social Work Jobs - Field of Practice Assignment – Job Announcement
- Resume/CV

Week 15 - 5/20 (Finals Week)

Course review and wrap up; preparation for SCWK 492

Professional Preparation (OER)

Feedback on the professional Preparation Final project

Student Resources and Policies**Division of Student Development**

(Including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

Tutoring Services

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

SEEK Program

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

Student Policies and Procedures

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>