COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to introduce undergraduate students to the field experience within an agency context and teach students the integration of theory and practice within a Generalist framework.

The course is designed to also facilitate integration of theory and concepts of social work practice learned in class to the field setting. This is accomplished by the student's participation in a seminar class which meets weekly and is designed to provide a forum where linkage and integration occur between classroom learning and practicum experiences. Students are required to complete one written assignment which will constitute a significant portion of their grade but also will be given assignments to be discussed in class designed to address relevant professional issues the student may encounter in the field instruction experience. Students will complete 100 hours in the field setting but will receive time for classroom attendance which may be used to meet the time requirement. Students may be assigned to one primary agency, or rotate into more than one agency setting to complete this requirement. Students may also be required to participate as individuals or within group context in completing their field experience. Students primarily function as PARTICIPANT OBSERVERS in this segment of the field instruction.

REQUIRED TEXT:


2. *SWK 300 Agency Police and Procedure Field Manual*

II. CURRICULUM DESCRIPTION

Generalist practice serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a
problem solving framework and a broad knowledge, value, and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO) (CSWE CORE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior
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

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO) (COURSE OBJECTIVES)

In a seminar setting, students will:
1. Student will discuss how ethical decisions are used in the application of the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (Competency 1)

2. Student will understand how to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (Competency 1)

3. Student will discuss professional demeanor in behavior; appearance; and oral, written, and electronic communication. (Competency 1)

4. Student will learn how technology is used ethically and appropriately to facilitate practice outcomes. (Competency 1)

5. Student will become knowledgeable of how supervision and consultation is used to guide professional judgment and behavior. (Competency 1)

6. Student will understand of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (Competency 2)

7. Student will learn how to present themselves as learners and engage clients and constituencies as experts of their own experiences. (Competency 2)

8. Student will understand how self-awareness and self-regulation is used to manage the influence of personal biases and values in working with diverse clients and constituencies. (Competency 2)

9. Student will understand how social, economic, and environmental justice is used to advocate for human rights at all systems levels. (Competency 3)

10. Student will be knowledgeable of practices that advance social, economic, and environmental justice. (Competency 3)

11. Student will learn how practice experience and theory is used to inform scientific inquiry and research. (Competency 4)
12. Student will understand how critical thinking is used to engage in analysis of quantitative and qualitative research methods and research findings. (Competency 4)

13. Student will become knowledgeable of how research is used to inform and improve practice, policy, and service delivery. (Competency 4)

14. Student will identify social policy at the local, state, and federal level and discuss how it affects the well-being, service delivery, and access to social services. (Competency 5)

15. Student will understand how social welfare and economic policies impact the delivery of and access to social services. (Competency 5)

16. Student will understand how critical thinking is used to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Competency 5)

17. Student will understand knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks and how it is used to engage with clients and constituencies. (Competency 6)

18. Student will understand the use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (Competency 6)

19. Student discuss how to collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (Competency 7)

20. Student will be knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (Competency 7)

21. Student will discuss the intervention of goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (Competency 7)

22. Student will become knowledgeable of intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (Competency 7)

23. Student will discuss critical interventions used to achieve practice goals and enhance capacities of clients and constituencies. (Competency 8)
24. Student will integrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 8)

25. Student will understand the use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (Competency 8)

26. Student discuss how practitioners negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (Competency 8)

27. Student will be knowledgeable of effective transitions and endings that advance mutually agreed-on goals. (Competency 8)

28. Students will understand how the evaluation process is an ongoing component of the dynamic and interactive process of social work practice and will understand the appropriate methods for evaluation of outcomes. (Competency 9)

29. Student will understand knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (Competency 9)

30. Student will understand how practitioners analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

31. Student will discuss how evaluation findings are used to improve effectiveness at the micro, mezzo and micro levels. (Competency 9)

V. INSTRUCTIONAL METHODS

Field Instruction requires the student to begin the process of understanding how and why classroom knowledge is integrated into the field setting. Students will function as Participant Observers in the assigned agency. Students will maximize learning in the field setting through completion of assigned readings, classroom discussion and completion of a written assignment. Students will be required to create and maintain a journal of events and learning experiences that...
relate to the course objectives. Journals will be reviewed twice during the semester and students will be encouraged to share journal entries in the classroom setting.

Field Instruction will be directed by the Field Instructor. Students are not to contact an agency about the field placement until they receive permission from the Field Director.

Class attendance and discussion are important. Students will be expected to turn in assignments at the scheduled time. Failure to do so without prior permission will result in a grade of 0. Permission to turn in an assignment late will be based on the "excused absences" policy listed in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin).

VI. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn or D2L to support the delivery of course content (for help with Desire2Learn go to http://www.sfasu.edu/sfaonline/). Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1  Overview of Field Instruction

Introduction to Junior Practicum

Student/school/agency expectations

Transition from a student to a professional social worker

Generalist practice and diverse agency services

Week 2  Mission, Goals, Objectives

Organizational structure and social work

Historical and current social work functions

Social policy and social work functions in an agency

Profile of client systems and eligibility criteria

Oppressed/disadvantaged populations and services

CSWE Standards

Readings: Agency’s Policy and Procedure Manual and Week 2 Power Point on Desire to Learn (D2L).

Week 3  Overview of Social Work and the Agency Setting

Social worker function

Diagnostic vs. function approach

Agency expectations

Licensure and standards

The Code of Ethics and the agency setting

Personal vs. professional values in the agency setting

The concept of professional self

Readings: Agency’s Policy and Procedure Manual and Week 3 Power Point on Desire to Learn (D2L).
Week 4  **Theory and Concept Base of Generalist Practice**

Human behavior and the social environment

Human development

Systems theory

**Week 5**  Diversity and oppression

Critical thinking

Person-in-situation

Problem-solving

**Readings:**  Agency’s Policy and Procedure Manual and Week 4 & 5 Power Point(s) on Desire to Learn (D2L).

Week 6  **Overview of Generalist Practice**

SFASU definition of generalist practice

Elements of the generalist practice perspective

**Week 7**  Areas of intervention: Individuals, families, small groups, organizations, and communities.

**Readings:**  Agency’s Policy and Procedure Manual and Week 6 & 7 Power Point(s) on Desire to Learn (D2L).

Week 8  **The General Method and the Agency Setting**

Stages of the general method: An overview

Engagement in the agency setting

**Week 9**  Observation and analysis: problem identification, feelings, goals, diversity of client systems, discuss professional organizations and affiliations

**Readings:**  Agency’s Policy and Procedure Manual and Week 8 & 9 Power Point(s) on Desire to Learn (D2L).

Review: Guidelines of Paper Assignment (10/25/17)
**Week 10**  
**Data Collection and the Agency Setting**

The interview

**Week 11**  
**Observation and analysis: context; relationship; questioning, responding, listening and clarification assessment, intervention, evaluation, and termination.**

**Readings:** Agency’s Policy and Procedure Manual and Week 10 & 11 Power Point(s) on Desire to Learn (D2L).

Due: Journal Entry # 1 due 11/8/17 before class.

**Week 12**  
**Generalist Social Work Practice and Diversity in the Agency Setting**

Units of service: individuals, families, groups, organizations, and communities

Rural, urban, and suburban client systems

**Week 13**  
Minorities

Oppressed groups

Special populations

**Readings:** Agency’s Policy and Procedure Manual and Week 12 & 13 Power Point(s) on Desire to Learn (D2L).

Due: Paper Assignment Due on D2L and in class 11/22/17.

**Week 14**  
**Patterns and Consequences of Oppression and Discrimination in the Agency Setting.**

**Readings:** Agency’s Policy and Procedure Manual and Week 14 Reading on Desire to Learn (D2L).

**Due:** Journal Entry # 2 due 11/29/17 before class
Week 15

Current Issues of Oppression and Discrimination in the Agency Setting

Due: In Class Assignment

Week 16  No Class/ Finals Week

VIII. COURSE REQUIREMENTS

This course requires 100 hours of field experience. Students are placed in an agency-based setting under professional social work supervision during the 16-week semester. Students also attend a one hour weekly classroom seminar. Classroom hours and agency based experience are combined to meet the 100 hour requirement.

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

   Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: Major application exams will be given during the semester. All
material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. **Quizzes:** Quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. *The quizzes will be unannounced and may occur at anytime during the class period.*

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments Written by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin

F. **Social Media Policy:** Student will follow policy related to social media as outlined in the Student Handbook

**GRADING:**

- Initial Visit 50
- Final Visit 100
- Paper Assignment 100
- Class Attendance/Participation 150
A grade for SWK 300 will come from a combination of the Field Practicum experience and the written assignments. The Field Director will assign the final grade for SWK 300.

**COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS CLASS. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE**

IX. ACADEMIC INTEGRITY
Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on
an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/course-grades.pdf

**Acceptable Student Behavior**

The BSW Student Handbook and Academic and BSW Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the **Student Conduct of Conduct (SFA Policy 10.4)**). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

**X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building,
and Room 325, 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)  
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
This assignment is designed to help students identify component behaviors, which augment (supplement) the 9 Core Competencies, as they are demonstrated by social workers in generalist social work settings.

**INSTRUCTIONS:** This assignment due date will be assigned by the course instructor and the BSW Field Coordinator. It is worth 100 points. Each student is to do her/his own work in a manner consistent with the University policy on intellectual integrity and plagiarism. Students should prepare professionally typed responses to each question. This assignment should be professionally prepared paper adhering to the APA format. The paper should be typed, double spaced and 8-10 pages in length. No abstract is required, however, you are to introduce your paper to your audience.

All references must be appropriately cited as dictated by the APA guide (6th edition). Information from previous courses as well as SWK 215 will be helpful in preparing your responses. Please answer all questions completely and in a professional manner. Please use examples to illustrate your answers. Much of your learning will take place from an observational perspective.

**I. Social Work/Social Welfare History**

**A.** Explain one historical event that has had a major impact on the services delivered by your agency. Explain why this event is significant. What is the primary purpose of the agency? What social problems or social issues does the agency address? How do agency services advance human rights? How does this agency address social and economic justice?

**B.** What is the purpose of social work in your agency? Describe some of the functions of social workers in the agency. Why, in your opinion, are social workers best suited for these functions? Explain how social workers impact the delivery of services to consumers. How long have social workers been delivering services in your agency?
II. Structure of Services and Institution

A. Describe your field placement agency? Is it Public or Private? What is/are the primary sources of funding for the agency? What is the general philosophy of your agency in delivering services? Identify one policy that affects clients in your agency.

B. Describe the type of services provided by the agency. Explain and describe the following: focus of services (issues addressed), types of services provided, eligibility criteria, and client population (age, ethnicity, religion, socioeconomic level, education, etc.). Choose one of the issues addressed by your agency and explain its global status.

C. What is the governing structure of your agency? Explain how your work unit fits within this structure?

D. How does the agency evaluate practice? How is the information used to improve service delivery? How do employees remain current with practice related research and information?

E. How is your agency different or similar to one of your colleague’s (fellow students) field placement agency? How do these differences enhance or impede service delivery?

F. Explain some of the characteristics that a social worker could have in order to be effective working in your agency. Would you consider working for this agency? Explain in detail your response.

III. Generalist Social Work Practice/Ethics and Values

A. Define generalist practice and discuss your observations of social work practice with individuals, families, groups, communities and organizations. Illustrate your knowledge of generalist practice with specific examples from your agency.

B. Discuss the following concepts in relations to the kinds of situations social workers experience in the agency that cause them to behave in an ethical manner.

   1. Confidentiality
   2. Dual Relationships
   3. Cultural Competence and Social Diversity
   4. Social Workers' Ethical Responsibilities to Colleagues
   5. Social Workers' Ethical Responsibilities to Professionals.
JOURNAL ASSIGNMENTS

The journal or log is a tool to help you integrate your field experience and your classroom learning. Journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development. Write in your journal about the experiences which affected you during the day in your field placement. What events challenged your values or raised feelings in you? What events forced you to use your judgment or creativity? What social work concepts assist you in understanding your observations? What component behaviors did you observe your Field Instructor demonstrating?

Getting Started: It is recommended that you choose a particular time and a special place to write in your journal. Before you begin, sit quietly, breathe deeply. Take a few minutes to center yourself. Always keep a writing pad to be able to quickly capture your experience.

Step 1: Review the activities of the day in field, and then consider the following:

Is there a conversation or event that you feel you need to look at more carefully? Do you have unresolved feelings about what someone said or did? About something you said observed or did? Have you been thinking of words you wish you had said or an action you wish you had taken? Was there a time when you felt a strong emotion (joy, anger, hurt, concern, disappointment, and sadness)? Why might this emotion have surfaced?

Where did you put most of your energy? How would you chart your emotions for a particular day? How are you affected when you feel you lack the knowledge or skills to work with a particular client or situation? What have you learned about social work?

Are there explanations you would like to give for why you took a particular action or failed to act? Are there questions you have about a client? A value? A policy? Was there a time when you experienced an insight or made a connection between theory and practice?

Step 2: Write your response to the questions posed above. Be specific in your responses in identifying theoretical and practical concepts. You may select to write on one thought, feeling, or idea that seemed most significant for that particular day in field. Use the journal to reflect on what you are discovering about yourself.
Step 3: Make a list of the activities you performed that day in field.
Bibliography and References


International Federation of Social Workers (IFSW) http://www.ifsw.org/


http://www.naswdc.org/pubs/code/code.asp

