STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
Class Meeting Time and Location
Monday 10:00 – 12:00pm
Woodland

SWK 470.410 Carrie Butler
Practicum-Related Seminar Woodlands
Spring 2018 936-468-5105

Co-requisites: SWK 480, SWK 490

COURSE SYLLABUS

I. COURSE PURPOSE
Students are engaged in supervised social work practice with individuals, families, and groups in a social service agency. Students employ a problem solving approach to prepare them for Generalist Social Work practice and are under the direct supervision of a professional agency social worker for 250 hours during the semester.

REQUIRED TEXT:

Senior Field Practicum Manual, Revised 2011


II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly. (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
4. Engage diversity and difference in practice. (EPAS 2.1.4)
5. Advance human rights and social and economic justice. (EPAS 2.1.5)
6. Engage in research–informed practice and practice-informed research. (EPAS 2.1.6)
7. Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)
9. Respond to context that shape practice. (EPAS 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EPAS 2.1.10)
III. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice serves diverse 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.

IV. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

Upon successful completion of this course, students will be able to:

1. The student advocates for client access to the services of social work. (PB: 1.1, EP 2.1.1.)
2. The student practices personal reflection and self-correction to assure continual professional development. (PB: 1.2, EP 2.1.1.)
3. The student attends to professional roles and boundaries (PB 1.3, EP 2.1.1.)
4. The student demonstrates professional demeanor in behavior, appearance, and communication. (PB: 1.4, EP 2.1.1.)
5. The student engages in career-long learning. (PB: 1.5, EP 2.1.1)
6. The student uses supervision and consultation. (PB: 1.6, EP 2.1.1)
7. The student recognizes and manages personal values in a way that allows professional values to guide practice. (PB: 2.1, EP 2.1.2)
8. The student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics 2 and, as applicable, of the International Federation of

9. The student tolerates ambiguity in resolving ethical conflicts. (PB: 2.3 EP 2.1.2)
10. The student applies strategies of ethical reasoning to arrive at principled decisions. (PB: 2.4, EP 2.1.2)

11. The student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB: 3.1, EP 2.1.3)

12. The student analyzes models of assessment, prevention, intervention, and evaluation. (PB: 3.2, EP 2.1.3)

13. The student demonstrates effective oral and written communication in working with, and colleagues. (PB: 3.3, EP 2.1.3)

14. The student recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB: 4.1, EP 2.1.4)

15. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB: 4.2, EP 2.1.4)

16. The student recognizes and communicates their understanding of the importance of difference in shaping life experiences. (PB: 4.3, EP 2.1.4)

17. The students view themselves as learners and engage those with whom they work as informants. (PB: 4.4, EP 2.1.4)

18. The student understands the forms and mechanisms of oppression and discrimination. (PB: 5.1, EP 2.1.5)

19. The student advocates for human rights and social and economic justice. (PB: 5.2, EP 2.1.5)

20. The student engages in practices that advance social and economic justice. (PB: 5.3, EP 2.1.5)

21. The student uses practice experience to inform scientific inquiry. (PB: 6.1, EP 2.1.6)

22. The student uses research evidence to inform practice. (PB: 6.2, EP 2.1.6)

23. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (PB: 7.1, EP 2.1.7)

24. The student critiques and applies knowledge to understand person and environment. (PB: 7.2, EP 2.1.7)

25. The student analyzes, formulates, and advocates for policies that advance social well-being. (PB: 8.1 EP 2.1.8)

26. The student collaborates with colleagues and clients for effective policy action. (PB: 8.2, EP 2.1.8)

27. The student continuously discovers, appraises, and attends to changing locales (PB: 9.1, EP 2.1.9)

28. The student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB: 9.2, EP 2.1.9)
29. The student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. (PB: 10.1, EP 2.1.10)
30. The student uses empathy and other interpersonal skills. (PB: 10.2, EP 2.1.10)
31. The student develops a mutually agreed-on focus of work and desired outcomes. (PB: 10.3, EP 2.1.10)
32. The student collects, organizes, and interprets client data. (PB: 10.4, EP 2.1.10)
33. The student assesses client strengths and limitations. (PB: 10.5, EP 2.1.10)
34. The student develops mutually agreed-on intervention goals and objectives. (PB: 10.6, EP 2.1.10)
35. The student selects appropriate intervention strategies. (PB: 10.7, EP 2.1.10)
36. The student initiates actions to achieve organizational goals (PB: 10.8, EP 2.1.10)
37. The student implements prevention that enhances client capacities. (PB: 10.9, EP 2.1.10)
38. The student helps clients resolve problems. (PB: 10.10 EP 2.1.10)
39. The student negotiates, mediates, and advocates for clients. (PB: 10.11, EP 2.1.10)
40. The student facilitates transitions and endings. (PB: 10.12, EP 2.1.10)
41. The student critically analyzes, monitors, and evaluates interventions. (PB: 10.13, EP 2.1.10)

V. INSTRUCTIONAL METHODS

Through on-site supervision by an agency field instructor, students engage in educationally directed practice activities in a social service agency via a 250 block placement taken concurrently with (SWK 480 and SWK 490.) The agency field instructor provides structured educational supervision to the student for at least one hour per week. Students are also required to apply classroom theory and concepts with professional social work practice, thus practice activities, related seminar discussion and written assignments are designed to aid the student in this process. Students can expect their respective faculty liaison to visit their agency at least three times during the semester. Additional liaison visits may occur should problems/needs arise. The assigned faculty liaison is also a resource to the Agency Social worker and is utilized to assist in the identification and development of appropriate educational learning experiences for the student in agency setting.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Blackboard (myCourses) to support the delivery of course content (for help with Blackboard go to http://www.Blackboard.sfasu.edu). You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfoonline.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

Students adhere to the policies and procedures of the social service agency under the supervision and direction of the Agency Social worker and in conjunction with the faculty liaison. In this
course, Seminar sessions will be integrative in nature and discussions will follow the course
objectives identified above and the course content as outlined in SWK 490, weeks 1-15 and the
Field Instruction Manual.

VIII. COURSE REQUIREMENTS:

1. Students are required to complete a 250-hour block placement in an approved social
   service agency/program during their final semester of the BSW program. Students are
   required to adhere to agency policies while in the agency setting and are bound to
   University requirements. Practice activities take place in the agency setting under the
direction and supervision of the Agency Social Worker. Students and Agency Field
Instructors attend a mandatory orientation prior to the agency placement. Students are
expected to intervene with individuals, families and groups singularly and/or with other
agency professionals. Agency Field Instructors provide at least one hour of structured
supervision and consultation weekly.

In conjunction with agency practice, students attend a two hour weekly seminar which provides
opportunities to examine, discuss, and analyze field practice experiences in relation to concepts
and theories previously learned in the classroom. Specific written and oral assignments are
incorporated in the student learning process to facilitate the integration of academic content with
practice experiences. Required seminar assignments include the following:

Field Assignments

Social Policy Assignment
Research Assignment
Human Behavior Assignment
Generalist Practice Paper
Case Presentation
Vocabulary Test

GRADING:

All field instruction and integrative seminar courses utilize the same grading format. The field
instructor provides structured educational supervision to the student for at least one hour per
week. Students can expect their respective faculty field liaison to visit their agency at least three
times during the semester. Additional liaison visits may occur should problems/needs arise. The
assigned faculty field liaison monitors the student’s progress, as well as evaluates the student’s
performance in field. Student field performance is evaluated at the initial, midterm, and final
liaison visit. Midterm and final evaluation are based upon the faculty liaison's evaluation of
performance criteria specified in the Student Field Performance Evaluation, Individual Learning
Plan, as well as written assignments and class participation in seminar. The field instructor and
student provide feedback to the faculty field liaison to aid in the evaluation process through
completion of the Student Field Performance Evaluation. Students’ performance in field and
seminar assignments/participation comprise a final grade. The Director of Field Education
assigns the final grade.
Grades from the Seminar assignments will be combined with Field Instruction evaluation grades and class attendance points to produce a common grade for SWK 470, SWK 480, and SWK 490. Class grades will be determined in the following way.

Field Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Social Policy Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Human Behavior Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Generalist Practice Paper</td>
<td>150</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>50</td>
</tr>
<tr>
<td>Seminar Attendance/Participation</td>
<td>150</td>
</tr>
</tbody>
</table>

Field Instruction Evaluations

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Second Evaluation</td>
<td>200</td>
</tr>
<tr>
<td>Third Evaluation</td>
<td>300</td>
</tr>
</tbody>
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MAXIMUM POINTS 1250 points

GRADING SCALE:

- A=1250-1100
- B=1099-975
- C=974-850
- D=849-738
- F=737 or less

The same letter grade based on accumulated points will be assigned to SWK 470, SWK 480 and SWK 490.

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

Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the
web address below). **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.

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

**Withheld Grades Semester Grades Policy (A-54)**
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.

**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 Code, policy D-34.1). 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, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/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.
IX. 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, 468-3004 / 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, go to http://www.sfasu.edu/disabilityservices/. 
Bibliography


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


Sweitzer, H., & King, M., (2004). The Successful Internship: Transformation and

