SWK 475  
Course Title: Social Work Internship  
Semester Year: Spring 2019  

Linda Harris: Instructor  
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Office Hours: MW 9:30-10:00, 1:00-3:00; T 2:30-3:30; R 8:30-10:30  

Pre-requisites: SWK 350, SWK 450, SWK 415 and all general education requirements, Social Work Major, senior level and in good standing.  

Co-requisites: SWK 470, SWK 480, SWK 490  

**COURSE SYLLABUS**  

**I. COURSE PURPOSE**  
Students are engaged in supervised social work practice with individuals, families, and groups, communities and organizations 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 30 – 100 hours during the semester. SWK 475 is an advanced field experience (one to three semester hour credit course) for select students who have obtained approval from the Program Director and made application to the Field Program.  

**PROGRAM LEARNING OUTCOMES**  

1. Identify as a professional social worker and conduct oneself accordingly.  
2. Apply social work ethical principles to guide professional practice.  
3. Apply critical thinking to inform and communicate professional judgments.  
4. Engage diversity and difference in practice.  
5. Advance human rights and social and economic justice.  
7. Apply knowledge of human behavior and the social environment.  
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.  
9. Respond to context that shape practice.  
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
REQUIRED TEXTS:

Texts: *Senior Field Practicum Manual, Revised 2010*


II. CURRICULUM DESCRIPTION

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

Generalist practice is a practice perspective that 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.

III. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

1. The student advocates for client access to the services of social work. (PB EP 2.1.1.1)
2. The student practices personal reflection and self-correction to assure continual professional development. (PB EP 2.1.1.2)
3. The student attends to professional roles and boundaries (PB EP 2.1.1.3)
4. The student demonstrates professional demeanor in behavior, appearance, and communication. (PB EP 2.2.1.4)
5. The student engages in career-long learning. (PB EP 2.1.1.5)
6. The student uses supervision and consultation. (PB EP 2.1.1.6)

7. The student recognizes and manages personal values in a way that allows professional values to guide practice. (PB EP 2.1.2.1)

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 Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. (PB EP 2.1.2.2)

9. The student tolerates ambiguity in resolving ethical conflicts. (PB EP 2.1.2.3)

10. The student applies strategies of ethical reasoning to arrive at principled decisions. (PB EP 2.1.3.4)

11. The student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB EP 2.1.3.1)

12. The student analyzes models of assessment, prevention, intervention, and evaluation. (PB EP 2.1.3.2)

13. The student demonstrates effective oral and written communication in working with, and colleagues. (PB EP 2.1.3.3)

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 EP 2.1.4.1)

15. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. . (PB EP 2.1.4.2)

16. The student recognizes and communicates their understanding of the importance of difference in shaping life experiences. (PB EP 2.1.4.3)

17. The students view themselves as learners and engage those with whom they work as informants. (PB EP 2.1.4.4)

18. The student understands the forms and mechanisms of oppression and discrimination. (PB EP 2.1.5.1)

19. The student advocates for human rights and social and economic justice. (PB EP 2.1.5.2)

20. The student engages in practices that advance social and economic justice. (PB EP 2.1.5.3)

21. The student uses practice experience to inform scientific inquiry. (PB EP 2.1.6.1)

22. The student uses research evidence to inform practice. (PB EP 2.1.6.2)

23. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (PB EP 2.1.7.1)

24. The student critiques and applies knowledge to understand person and environment. (PB EP 2.1.7.2)
25. The student analyzes, formulates, and advocates for policies that advance social well-being. (PB EP 2.1.8.1)

26. The student collaborates with colleagues and clients for effective policy action. (PB EP 2.1.8.2)

27. The student continuously discovers, appraises, and attends to changing locales,

28. The student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB EP 2.1.9.2)

29. The student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. (PB EP 2.1.10(a).1)

30. The student uses empathy and other interpersonal skills. (PB EP 2.1.10(a).2)

31. The student develops a mutually agreed-on focus of work and desired outcomes. (PB EP 2.1.10(a).3)

32. The student collects, organizes, and interprets client data. (PB EP 2.1.10(b).1)

33. The student assesses client strengths and limitations. (PB EP 2.1.10(b).2)

34. The student develops mutually agreed-on intervention goals and objectives. (PB EP 2.1.10(b).3)

35. The student selects appropriate intervention strategies. (PB EP 2.1.10(b).4)

36. The student initiates actions to achieve organizational goals. (PB EP 2.1.10(c).1)

37. The student implements prevention that enhances client capacities. (PB EP 2.1.10(c).2)

38. The student helps clients resolve problems. (PB EP 2.1.10(c).3)

39. The student negotiates, mediates, and advocates for clients. (PB EP 2.1.10(c).4)

40. The student facilitates transitions and endings. (PB EP 2.1.10(c).5)

41. The student critically analyzes, monitors, and evaluates interventions. (PB EP 2.1.10 (d).1)

IV. INSTRUCTIONAL METHODS

Through on-site supervision by an agency field instructor, students engage in educationally directed practice activities in a social service agency. 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.

V. 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.oit.sfasu.edu/webct/index.html). 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).

VI. 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.

VII. COURSE REQUIREMENTS:
1. Students are required to complete their hours 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
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>
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<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>
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<tr>
<td>Generalist Practice Paper</td>
<td>150</td>
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<tr>
<td>Case Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>50</td>
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</tbody>
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**Seminar Attendance/Participation** 150 points

### 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>
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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, SWK 490 and SWK 475.
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 is available at http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html). 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.

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.

VIII. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

The SFASU Disability Services Office is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Disabled students attending this university will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet individual need. Students with disabilities at Stephen F. Austin State University can have access to tools and resources that will assist them. For more information about access to tools and resources, students may direct questions to: Disability Services, Stephen F. Austin State University, P.O. Box 6130, Nacogdoches, Texas 75962-6130, (936) 468-3004 or (936) 468-1004 (TDD). Information is also available online at www.sfasu.edu/disabilityservices/. The Office of Disability Services is located in Room 325, Human Services Building.
REQUIRED READINGS

Bibliography


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


