Days and Time: Tuesdays, 7-8:50 p.m.
Instructor: Ericka Robinson-Freeman, LMSW
Classrooms: SWC Auditorium (Building A) AND SWC Room 109 (Building A)
Office: Social Work Complex, Building A, 101F
Office Hours: Tuesdays: 8-9 a.m., 12:30-2 p.m., and 6-7 p.m.
Thursdays: 8-9 a.m. and 12:30-2 p.m.
Other hours available by appointment only.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Catalogue Description of Course Content

SOCW 4252 SOCIAL WORK FIELD SEMINAR II (2-0) Integration of theory and practice, based primarily on field instruction experiences. This course must be taken in the semester immediately following 4451. Prerequisite: 3303 or 3306, 4251, 4451, SOCI 3352; and concurrent enrollment in SOCW 4452. BSW majors only.

Core Competencies To Be Addressed

Students in this course will receive content in and/or complete assignments related to the following Core Competencies as established by The Council on Social Work Education.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly
EP 2.1.2 Apply Social Work ethical principles to guide professional practice
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments
EP 2.1.4 Engage diversity and difference in practice
EP 2.1.5 Advance human rights and social and economic justice
EP 2.1.7 Apply knowledge of human behavior and the social environment
EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
EP 2.1.9 Respond to contexts that shape practice
EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**Student Learning Outcomes**

Upon completion of the course students will be able to:

1. Articulate the role and significance of the field experience in their development as a beginning generalist social work practitioner at the micro level.
2. Describe:
   - The purposes and functions of social work supervision
   - Their role as a social work intern in a professional agency setting
   - The concept of self-awareness and its importance to the process of professional growth
   - The values and ethics of the social work profession
3. Apply the generalist social work model when working with individual clients.
4. Identify and explain the impact and importance of issues of diversity, discrimination and marginalization on the helping process with individual clients.
5. Apply the basic tenets of the NASW Code of Ethics to work with individual clients within the context and culture of the agency setting.
6. Articulate the role and significance of the field experience in their development as a beginning generalist social work practitioner at the micro and macro levels.
7. Identify and explain:
   1) Their assigned agency’s mission, goals, objectives, organizational structure and context within the social service community.
   2) The roles and tasks of micro interactions and interventions
   3) The impact of macro social problems, agency policies, programs and procedures on client services, particularly with oppressed and/or marginalized clients.
   4) Typical macro roles a generalist social worker assumes, e.g. advocate, planner, activist, collaborator, supervisor, leader, and manager.
8. Demonstrate the ability to apply an appropriate generalist macro intervention to a specific agency/community problem (program, policy, procedure).
9. Identify and explain the impact and importance of cultural competence when working with macro client systems.
10. Apply the basic tenets of the NASW Code of Ethics to work with clients at the micro and macro levels within the context and culture of an agency setting.

**Required Textbooks and Other Course Materials**

*This course has no required textbook.* Reading assignments will be placed on electronic reserve at the University Central Library or will be placed on Blackboard in the respective week (this is noted in Blackboard). Students are expected to read and be prepared to discuss the content with the class. Additional materials and/or instructions for the upcoming week will be determined by the seminar instructor as needed.

**Assignments**

1. **Agency Information Form** - Complete the Agency Information Form. This form will assist you in securing the information and you need to effectively begin your internship. Complete all sections. (Please see last pages of syllabus.)

2. **Practicum Journal** – Write a summary of field experiences.
Students will submit one thoughtful, in-depth entry each week, during weeks #2-#12 (NOTE: NO entry is due on week #9 of Spring Break), for a total of 10 entries. Each entry should be only one paragraph in length and approximately 250 words. Each entry should include the following: student’s name, journal entry #, date, agency name, and the number of cumulative hours. Entries should include personal reflections regarding your professional growth experiences, social work skills and knowledge learned, values issues/questions/conflicts, learning contract tasks accomplished, issues or questions that arose, and activities or issues. Journal entries are to be posted on Blackboard by midnight on Saturday of the entry week due. Journals will not receive points if posted late.

3. **Presentation of a Micro or Macro Intervention**
   This assignment is designed to help you develop written communication skills as well as to demonstrate your understanding of the helping process used by your agency. Describe one micro case or macro project in which you are/were actively involved. Use a presentation program (such as Power Point) to convey information to the class. Grading of the case presentation itself will be based on the completion of each area described below.

   1. Give a brief description of agency services.
   2. Briefly describe the case you are addressing
      a. Who is the client (demographic description, no names)?
      b. What is the presenting problem? Use a human behavior theory to support your conclusions.
      c. What are the client’s strengths? Limitations?
      d. Who else is affected by the problem? Consider systems theory.
   4. Summarize goal planning, the intervention plan and the actual intervention.
      a. What needs to be changed? What is likely to change?
      b. What resources are available?
      c. What goals and objectives were developed and who developed them? Use a direct practice (micro or macro) theory to support your plan.
      d. What intervention did you choose? Justify your intervention with relevant social work literature (i.e., evidence-based practice).
      e. Discuss the client’s motivation, capacity, and ability to change. Again, use a human behavior theory to support your conclusions.
      f. Describe the tasks and activities that occurred. Discuss these as skills based in direct practice or macro practice.
      g. What cultural aspects were considered and addressed in assessment and intervention planning?
   5. Summarize your evaluation of the intervention.
      a. Were the desired outcomes (goals) achieved?
      b. If outcomes were achieved, how did you terminate the client?
      c. If outcomes were not achieved, what were the barriers to the success of the plan? Have they been addressed?
      d. What is the current status of the case/project?
      e. What did you and the client learn from this experience that will help you in the future?

All references to agencies, cases and specific clients should be kept confidential.

If you utilize information from other sources make sure you cite (APA) appropriately.
4. **Blackboard Assignments:** During weeks #5, #10, and #13, students will complete online assignments via Blackboard in lieu of in-person class attendance. Assignment details will be posted on Blackboard. Each assignment is due by midnight on Saturday of the assignment week. *Late assignments will NOT be accepted.*

5. **Grade Calculation**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE(S)</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>Attendance-Participation</td>
<td>Incorporated throughout semester</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum Journal</td>
<td>Weeks 2-12 (No Week #9)</td>
<td>40%</td>
</tr>
<tr>
<td>Case Presentation &amp; PowerPoint</td>
<td>Weeks 14-16</td>
<td>40%</td>
</tr>
<tr>
<td>Blackboard Assignments</td>
<td>Week #5, Week #10, Week #13</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>100%</strong></td>
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**Schedule**

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. January 14</td>
<td>Introduction/Syllabus Review</td>
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</tr>
<tr>
<td>2. January 21</td>
<td>Advocacy</td>
<td>Journal Entry 1</td>
</tr>
<tr>
<td>4. February 4</td>
<td>Graduate School Guest Speaker</td>
<td>Due: Learning Contracts and Agency Information Form and Journal Entry 3</td>
</tr>
<tr>
<td>5. February 11</td>
<td>Ethical Dilemmas – NO IN-PERSON CLASS</td>
<td>Blackboard Assignment: Ethical Dilemma Discussion Post Journal Entry 4</td>
</tr>
<tr>
<td>6. February 18</td>
<td>Ethical Dilemmas – Small Group Discussions</td>
<td>Journal Entry 5</td>
</tr>
<tr>
<td>7. February 25</td>
<td>Career and Resume Guest Speaker, Career Center</td>
<td>Journal Entry 6</td>
</tr>
<tr>
<td>8. March 4</td>
<td>Effective Use of Supervision</td>
<td>Due: Mid-Term Evaluation Journal Entry 7</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
</tr>
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<td>------------</td>
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<tr>
<td>9. March 11</td>
<td>Spring Break</td>
<td>Enjoy your Spring Break!</td>
</tr>
<tr>
<td>10. March 18</td>
<td>Knowing Yourself, Others – NO IN-PERSON CLASS</td>
<td>Blackboard Assignment: Color Wheel Journal Entry 8</td>
</tr>
<tr>
<td>11. March 25</td>
<td>Working with Others</td>
<td>Journal Entry 9</td>
</tr>
<tr>
<td>12. April 1</td>
<td>Boundaries</td>
<td>Journal Entry 10</td>
</tr>
<tr>
<td>13. April 8</td>
<td>Reflection and Processing NO IN-PERSON CLASS</td>
<td>Blackboard Assignment: Analysis of Journals</td>
</tr>
<tr>
<td>14. April 15</td>
<td>Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>15. April 22</td>
<td>Presentations</td>
<td>Presentations</td>
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<tr>
<td>16. April 29</td>
<td>Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td><strong>Friday, May 9</strong></td>
<td>Final Evaluations Due to Field Office Last day of Spring 2014 Field</td>
<td>Final Evaluations Due</td>
</tr>
</tbody>
</table>

**Attendance**

Regular and punctual attendance is expected and required. Attendance is part of your final grade. As a matter of fairness and equity, anyone missing more than one (1) scheduled class session will lose 5 points off her/his attendance-participation grade per day absent (unless emergency/extenuating circumstances as approved by instructor). Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final attendance-participation grade.

**General Participation** - Participation is mandatory. Each student is expected to read and actively engage in all classroom and Blackboard discussions.

Participation will be graded on the student’s ability to:

- Discuss key concepts from assigned readings and preparation material.
- Make appropriate, time-limited comments that are related to the discussion.
- Accept alternative positions with grace.
- Follow the NASW Code of Ethics regarding the responsibility to colleagues by showing respect (2.01) and honoring confidentiality (2.02).
- Effectively utilize peer supervision. Bring case examples related to the discussion topic from the field to online discussions.
- Seek and give quality feedback to colleagues that support professional development.
Assignment Submission Policy
All assignments (with the exception of the Learning Contract, Mid Term Evaluation, and Final Evaluation) are to be submitted through Blackboard to the instructor. Due dates are noted in the syllabus. Late assignments WILL NOT be accepted.

PLEASE NOTE: Written assignments (with the exception of the Learning Contract, Mid Term Evaluation, and Final Evaluation) are not accepted by fax, hard copy or email.

Drop Policy
It is the student’s responsibility to withdraw from or drop the class according to university guidelines and time frames.

Americans With Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation: reference Public Law 93112 – the Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act – (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Please note: If you require an accommodation based on disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately accommodated.

Academic Integrity
It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Series 50101, Section 2.2).

Student Support Services Available
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success at 817-272-7232 for more information and appropriate referrals.

Librarian to Contact:
John Dillard’s Web Page: http://libraries.uta.edu/dillard/ 817-272-7518 (ph) dillard@uta.edu (e-mail)
E-Culture Policy
The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email UT Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT Arlington. Students are responsible for checking their email regularly. If you are experiencing computing problems, please contact the UT Arlington Information Technology Help Desk at 817-272-2208 or by email helpdesk@uta.edu.

Your UT Arlington email is the only email address that will be utilized during this course. If you send an email from another email address, the response will be sent to your UT Arlington email address, not the originating email address.

Grade Grievance Policy
In attempting to resolve any student grievances regarding grades, it is the obligation of the student first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment, or procedural irregularities. If the student wishes to appeal, his/her request must be submitted in writing on an appeal form that is available in departmental or program offices, the Office of Student Success and on the SSW website at www.uta.edu/ssw. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are program director or director of field, then it is submitted to the Professional Standards Committee for a decision. If a student wishes to appeal the decision of the Professional Standards Committee the appeal is submitted to the Dean of the School of Social Work. The decision of the Dean is final. Information specific to the procedures to be followed is available in the program offices and the Office of Student Success.

Incompletes
Incompletes are given only in exceptional and very rare situations. Students must meet with their professor of record to receive permission for incompletes and must do so prior to the end of the semester.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is on the first floor of this building [Building A] – courtyard exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
Course Bibliography


Practicum Agency Information

The following questions are designed to assist you in securing the information and orientation needed to get your practicum experience off to a good start. Some can be answered by your field instructor and others will need to be answered by the practicum coordinator at your school.

1. Who is your **field instructor** – the agency social worker who will provide your supervision.
   
   Name               Phone Number   E-mail Address
   
   _________________________________________________________________________________

2. Who is your assigned **field liaison** – the primary SSW contact for you and your practicum agency?
   
   Name   Phone Number   E-mail Address
   
   _________________________________________________________________________________

3. How many hours **each week** will you be at your practicum agency? What is your **schedule** [days and times]?

   _________________________________________________________________________________

4. How will you document the number of **hours** you devote to your practicum? To whom is this documentation submitted? How often?

   _________________________________________________________________________________

5. When is your regularly scheduled **weekly supervision**? What other regularly scheduled **agency meetings** are you expected to attend?

   _________________________________________________________________________________

6. What will you do if you are **sick or for some other good reason cannot be at the agency** when scheduled and expected to be there? Who do you contact? Who has the responsibility to arrange “cover” for you when are absent? How much notice are you expected to give?

   _________________________________________________________________________________

7. How are you expected to **dress** when at the agency? Is there a **dress code**? What types of clothing, jewelry, or attire are considered inappropriate?

   _________________________________________________________________________________

8. How do the **staff members** want to be addressed? Do they prefer to be called Ms., Mrs., Mr., or Dr.? Is it appropriate to use first names?
9. What label is given the people who use the agency’s programs and services (e.g., clients, consumers, members, patients, customers, recipients)? How are they to be addressed (e.g., Mr., Mrs., or Ms.)? Is the use of first names permitted?

10. Are you expected to sign an agreement to protect the confidentiality of your clients?

11. Do you need to obtain an agency identification card, name badge, keys, cell phone, or security code? If so, how is this done?

12. Is there a specific clerical staff person assigned to work with you? If yes, what is his or her name?

13. Are you permitted to send a letter or complete written documentation without approval or a countersignature? If not, who must approve or countersign your letters or reports?

14. What are the personal safety concerns that you need to understand and keep in mind while in this agency, neighborhood, and community? What written policies and procedures are in place to ensure your safety and that of the staff? Where will you keep your copy?

15. Are you permitted to make personal phone calls, use the Internet for personal business, or send and receive personal e-mail while at the agency? What rules apply?
SUGGESTED LEARNING ACTIVITIES

- Read agency manuals and websites that describe agency policy and procedure.
- Request opportunities to be introduced to a variety of staff members. Write down their names and job titles so you will learn their names quickly.
- Attend any staff or committee meetings open to you to observe employee interaction.
- Maintain an up-to-date appointment book or PDA in which you enter the times and dates of all staff meetings, appointments and other obligations.
- Carry a notebook in which you can record important information and instructions.
- Walk around the agency building. Locate potentially critical features such as emergency exits, fire alarms, and fire extinguishers.