**Days and Time:** Tuesdays, 7-8:50 p.m.
**Instructor:** Ericka Robinson-Freeman, LMSW
**Classrooms:** SWC Auditorium (Building A) **AND** SWC Room (To Be Announced.)
**Office:** Social Work Complex, Building A, 101F
**Contact:** erickarobinson@uta.edu
**Instructor Profile:** [https://www.uta.edu/profiles/ericka-freeman](https://www.uta.edu/profiles/ericka-freeman)
**Office Hours:** Tuesdays: 8-9:30 a.m. and 5-7 p.m.
Thursdays: 8-9:30 a.m. and 12:30-3 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
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:
   a) The purposes and functions of social work supervision
   b) Their role as a social work intern in a professional agency setting
   c) The concept of self-awareness and its importance to the process of professional growth
   d) 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 #1-#10, 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 end of class on Tuesday, 8:50 p.m., each 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 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. Students may work in pairs if placed in the same agency.

   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, #9, and #11, 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 the end of the day (11:59 p.m.) 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>
</tr>
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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 1-10</td>
<td>40%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>Weeks 13-15</td>
<td>40%</td>
</tr>
<tr>
<td>Blackboard Assignments</td>
<td>Week #5, Week #9, Week #11</td>
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<td></td>
<td>Total: 100%</td>
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Schedule

<table>
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<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. August 26</td>
<td>Introduction/Syllabus Review</td>
<td>Journal Entry 1 (due 8/30)</td>
</tr>
<tr>
<td>2. September 2</td>
<td>Advocacy</td>
<td>Journal Entry 2 (due 9/6)</td>
</tr>
<tr>
<td>4. September 16</td>
<td>Graduate School Guest Speaker</td>
<td>Due: Learning Contracts and Agency Information Form (due 9/12 from students) Journal Entry 4 (due 9/20)</td>
</tr>
<tr>
<td>5. September 23</td>
<td>Ethical Dilemmas – NO IN-PERSON CLASS</td>
<td>Blackboard Assignment: Ethical Dilemma Discussion Post (due 9/27) Journal Entry 5 (due 9/27)</td>
</tr>
<tr>
<td>7. October 7</td>
<td>Career and Resume Guest Speaker</td>
<td>Journal Entry 7</td>
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</table>
### SYLLABUS: SOCW 4252-002 Field Seminar II

**Fall 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. October 14</td>
<td>Effective Use of Supervision</td>
<td><strong>Due:</strong> Mid-Term Evaluation (due 10/10 from Field Instructor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Journal Entry 8 (due 10/18)</strong></td>
</tr>
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</table>
| 9. October 21      | Knowing Yourself, Others – 
NO IN-PERSON CLASS                                       | **Blackboard Assignment:** Color Wheel (due 10/25)                               |
|                    |                                                       | **Journal Entry 9 (due 10/25)**                                                  |
| 10. October 28     | Working with Others                                    | **Journal Entry 10 (due 11/1)**                                                  |
| 11. November 4     | Reflection and Processing 
NO IN-PERSON CLASS                                         | **Blackboard Assignment:** Analysis of Journals (due 11/8)                        |
| 12. November 11    | Boundaries                                            |                                                                                   |
| 13. November 18    | Presentations                                          | **Presentations**                                                                |
| 14. November 25    | Presentations                                          | **Presentations**                                                                |
| 15. December 2     | Presentations and Last Day of Class                    | **Presentations**                                                                |
| **Friday, December**| **Last day of Spring 2014 Field**                     | **1) Final Evaluations Due (as submitted by Field Instructor)**                   |
|                    |                                                       | **2) All Time Sheets MUST be submitted directly to Field Liaison by 12 noon 12/12!**|

### 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 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.

OTHER INFORMATION AND UNIVERSITY POLICIES
1. Dropping the Class: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaofao/).
2. Student Support Services/Student Retention: 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, admission and transition, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
3. 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). All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

For this class, be attentive to the manner in which you use and cite reference material. When in doubt, it is best to insert a citation. Avoid the excessive use of quotations – cited or not – and if you use any kind of a writing tutor, be careful about the degree of assistance they provide to you. Assignments are intended to represent YOUR work – for better or worse - so over-reliance on outside help is discouraged.

4. Americans with Disabilities Act (ADA): If you are a student who requires accommodations in compliance with the ADA, please see me at the beginning of the semester. Faculty members are required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364, located in the lower level of the University Center.

5. Bomb threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

6. Librarian to Contact: The Social Sciences / Social Work Resource Librarian is John Dillard. His office is now in the central (main) library. He may also be contacted via E-mail: dillard@uta.edu. His web page is linked to the School of Social Work Main Page and through the Central Library web page.

7. E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. All communication for this class will be conducted through the UTA email system. 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 UTA issued email regularly.

8. Incompletes: Incompletes are given only in exceptional and very rare situations that involve Acts of Nature and/or other things beyond the ability of the student to anticipate or overcome. A student MUST contact Professor Robinson-Freeman directly prior to the end of the semester to determine if an incomplete is warranted or available.
9. Grade Grievance Policy: It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

10. Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

11. 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.

12. Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Course Bibliography


Miley, K., O'Melia, M. & Dubois, B. Values and multicultural competence. In Generalist social work practice: An empowering approach (pp. 50-74). Boston: Allyn and Bacon.
Houston, TX: Bayou Publishing.


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 to 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.