Semester/Year: Fall 2015

Course Title: Micro and Macro Field Seminar

Course Prefix/Number/Section: SOCW 5310-001

Instructor Name: Donald Schuman, PhD, LCSW, LCDC

Faculty Position: Assistant Professor in Practice

Faculty Profile: [https://www.uta.edu/profiles/donald-schuman](https://www.uta.edu/profiles/donald-schuman)

Office Number: SWC-B119

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Email Address: schumand@uta.edu

Office Hours: By appointment as needed

Day and Time of Class: Wednesday, 7:00PM - 9:50PM

Location: SWC-A109 (316)

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: [https://elearn.uta.edu/webapps/login/](https://elearn.uta.edu/webapps/login/)

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

The graduate micro and macro field seminar provides the opportunity for students to reflect on the application of theory and classroom learning in an actual social work setting. The seminar offers a safe environment for students to process field experiences with peers and the professor, and explore personal values, beliefs, attitudes, and competencies and their compatibility with the social work profession. Students will be expected to engage in an in-depth self-examination, be
open to new ideas and input from others, and continually evaluate their own knowledge, values, and skill level. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practice issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess the field experience and their own development as a social work professional.

B. Measurable Student Learning Outcomes:

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.

SOCW 5310 addresses the following core competencies:

2.1.1: Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Use supervision and consultation.

2.1.2: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying of the National Association Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Worker, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.
2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.4: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of experience, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim. Social workers
- View themselves as learners and engage those with whom they work as informants.

2.1.5: Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equally and without prejudice. Social workers
- Understand the forms and mechanisms of oppression and discrimination.

2.1.6: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

2.1.7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand the biological, social, cultural, psychological, and spiritual development. Social workers
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social services. Social work practitioners understand that policy affects service
delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

2.1.9: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Engagement
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

Assessment
- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Intervention
- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Evaluation
- Social workers critically analyze, monitor, and evaluate interventions.

C. Required Text(s) and Other Course Materials:
No textbook is required for this course.
Readings as assigned throughout the semester.

D. Additional Recommended Text(s) and Other Course Materials:
N/A

E. Major Course Assignments & Examinations:
**Agency Information Form** - Complete and post on Blackboard the Agency Information Form. This form will assist you in securing the information you need to effectively begin your internship. Complete all sections.

**Supervision Logs** - Complete and post on Blackboard a supervision log for each week.
- Supervision logs are to be posted on Blackboard by 11:59 on the day of class each week.
- (Addresses EPAS: 2.1.1/2.1.4/2.1.10 (a)-(d)

**Practicum Journal** - Write and post on Blackboard a summary of field experiences.
- One thoughtful, in-depth entry will be posted each week (total of one page double-spaced)
- Each page should have a heading: student's name, journal entry number, date, agency name, topic (if assigned), 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, activities or issues.
- Some weeks, you will be asked to address a specific topic in your journal (Please check the schedule for these topic assignments.)
- Journal entries are to be posted on Blackboard by 11:59 on the day of class each week.
- (Addresses EPAS: 2.1.1/2.1.2/2.1.4/2.1.9)

**Field Learning Contract**: The original copy of the Learning Contract must be submitted in class during the week it is due. Contracts should be completed (do not leave any unanswered spaces on the form), signed and dated by the student and field instructor.

**Class Presentation of a Micro or Macro Intervention**
- Post a Power Point document in the "Assignment" folder in Blackboard and provide a 20 minute oral presentation.
- This assignment is designed to help you develop written and oral communication skills as well as 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. Grading of the case presentation itself will be based on the effective completion of each area described below and on your presentation skills.

The following outline can be effectively applied to micro AND macro interventions.
1. Give a brief description of agency services.
2. Summarize assessment information.
   a. Who is the client (demographic description, no names)? How is the client impacted by social economic status?
   b. What is the presenting problem? Use a human behavior theory to support your conclusions.
   c. Explain how your client's culture and ethnicity impacts the presenting problem?
   d. What are the client's strengths? Limitations?
   e. Who else is affected by the problem? Consider context, e.g., systems theory.
   f. How is your case impacted by policy?
   g. How did you collect information regarding this case?
3. 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) and an HBSE 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?
4. 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? Consider HBSE theories. Have the barriers 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?
   f. 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. Addresses EPAS: 2.1.3/2.1.4/2.1.5/2.1.7/2.1.8/2.1.10 (a)-(d)

**Blackboard Assignments:** Each student is required to respond to discussion questions posted throughout the course.

- During week #s 7, 9 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.

**F. Grading Policy**

All papers must be grammatically correct using APA style.

Scores will be assigned based on your attendance, participation, timelessness and quality of papers and/or presentations.

Grades will be assigned based on the final numerical score that you accumulate during the semester.

Final scores will be rounded to the nearest integer using standard numerical rounding conventions if necessary.

<table>
<thead>
<tr>
<th>Agency Information Form</th>
<th>05 Points</th>
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<tbody>
<tr>
<td>Learning Contract</td>
<td>10 Points</td>
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</table>
Journals (up to 3 points each) 30 Points
Supervision Form 15 Points
Presentation 30 Points
Participation 10 Points
Total Possible Points 100 Points

The Learning Contract Must Be Hard Copy With Original Signatures.

90 - 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or less = F

You are to respond completely to assignments. Make sure you carefully read details of assignments provided on Blackboard. You may have headers, italics, or bolded words to emphasize your addressing all areas required. Some assignments will have a grading rubric available on Blackboard.

*Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**G. Make-Up Exam or Assignment Policy:**

Make up tests will be allowed only under documented emergent circumstances on a case-by-case basis.

There is no make-up for missed in-class discussions or activities.

Assignments are due at 11:59 PM on the date assigned.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

Attendance, participation and professionalism are essential. Since it is not possible to participate in class discussions and activities if you are not present, attendance will be critical. Arriving late and departing early is disruptive. Attendance at every scheduled class session is expected.

The instructor will not provide make-up work or information for missed classes. You need to make arrangements with a peer to collect any information or activities you miss.

Your experience with this course will be determined, to a large degree, by the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent
your own; your ability pay attention to detail, read carefully and think critically; your ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present (advocate for yourself); giving and accepting constructive feedback; and working with your colleagues on in-class and other assigned activities. Become familiar with / review the NASW Code of Ethics. They establish the foundation for respect of each other and the evolving perspectives we possess and share throughout the course.

I. Course Schedule:

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<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>REQUIREMENTS</th>
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<tbody>
<tr>
<td>Week 01 02 Sep 2015 All</td>
<td>Orientation/Learning Contract/Syllabus Review/Paperwork Review</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Week 02 09 Sep 2015-C</td>
<td>Professional Identity and Conduct: Professionalism in the Workplace (EPAS: 2.1.1)</td>
<td>Agency Form Due Journal Entry 1: Professional Roles and Boundaries</td>
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<tr>
<td>Week 04 23 Sep 2015-M</td>
<td>Ethical Decision-making; Tolerating Ambiguity; Strategies of Ethical Reasoning to reach principled decisions (EPAS: 2.1.2)</td>
<td>Journal Entry 3: Personal v. Professional Ethics</td>
</tr>
<tr>
<td>Week 05 30 Sep 2015-C</td>
<td>Contexts Impacting Service Delivery: Policy and Practice (EPAS: 2.1.9)</td>
<td>Journal Entry 4: Impact of Policy in Your Placement</td>
</tr>
<tr>
<td>Week 06 07 Oct 2015-C</td>
<td>Effective Use of Supervision</td>
<td>Mid-term Evaluation Due 10/09 Journal Entry 5: Supervision</td>
</tr>
<tr>
<td>Week 07 14 Oct 2015-C</td>
<td>No Class-Blackboard Assignment #1: Cultural Competency/Diversity Personal Reflection (EPAS: 2.1.4)</td>
<td>Journal Entry 6:</td>
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<tr>
<td>Week 08 21 Oct 2015-D</td>
<td>Engagement: Class Exercise (EPAS: 2.1.10a)</td>
<td>Journal Entry 7:</td>
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<tr>
<td>Week 09 28 Oct 2015-D</td>
<td>No Class-Blackboard Assignment #2: Assessment and HBSE (EPAS: 2.1.7; 2.1.10b)</td>
<td>Journal Entry 8:</td>
</tr>
<tr>
<td>Week 10 04 Nov 2015-D</td>
<td>Intervention and Theory: HBSE and Direct Practice (EPAS: 2.1.10c)</td>
<td>Journal Entry 9:</td>
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<tr>
<td>Week 11 11 Nov 2015-M</td>
<td>Evaluation (EPAS: 2.1.10d)</td>
<td>Journal Entry 10:</td>
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<td>Week 12 18 Nov 2015</td>
<td>Group Presentations</td>
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<tr>
<td>Week 13 25 Nov 2015</td>
<td>No Class-Blackboard Assignment #3:</td>
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<tr>
<td>Week 14 02 Dec 2015</td>
<td>Group Presentations</td>
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<tr>
<td>Week 15 09 Dec 2015</td>
<td>Group Presentations</td>
<td>Final Evaluation Due 12/11</td>
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<td>Week 16 16 Dec 2015</td>
<td>No Class-Final Week of Field</td>
<td>End of Semester Documentation Due 12/17</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. **Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. **Grade Grievance Policy:**

L. **Student Support Services:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. **Librarian to Contact:**
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675–8962. Below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)
The following is a list, with links, of commonly used library resources:
Library Home Page http://www.uta.edu/library
Subject Guides http://libguides.uta.edu
Subject Librarians http://www-test.uta.edu/library/help/subject-librarians.php
Database List http://www-test.uta.edu/library/databases/index.php
Course Reserves http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog http://discover.uta.edu/
E-Journals http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials http://www.uta.edu/library/help/tutorials.php Connecting from Off-Campus.. http://libguides.uta.edu/offcampus
Ask a Librarian http://ask.uta.edu

N. 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 exits, which are the stairwells located at either end of the adjacent hallway. 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.

O. Drop Policy:
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/).

P. Americans with Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington 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.

Q. 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.

R. Academic Integrity
Students enrolled all UT Arlington courses 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.
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101.

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online 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.

U. Final Review Week:
This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.
During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.