A. Description of Course Content

Supervised social work experience in a human service agency. Integration of generalist practice concepts into professional practice experiences. Requires a minimum of 240 clock hours in the agency. Prerequisite: SOCW 3303, SOCW 3306, SOCW 4251, SOCW 4451, and concurrent enrollment in SOCW 4252. This course must be taken in the semester immediately following SOCW 4451. P/F grading. BSW majors only. For additional information and requirements, see the BSW Field Policies and Procedures Manual.

B. Student Learning Outcomes

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

- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning.

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;

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

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

- Engage in practices that advance social and economic

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

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. Social workers

2.1.9: Respond to contexts that shape 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. Social workers

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 Textbooks and Other Course Materials**

Required texts and other materials will be assigned by the Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the agency services and population served.

**D. Additional Recommended Textbooks and Other Course Materials**

N/A

**E. Descriptions of Major Assignments and Examinations**

Please note: This course runs on a *calendar week*, which means **each week begins on a Sunday (at 12 a.m.) and ends on a Saturday (at 11:59 p.m.).**

**Practicum Journal - 20%**

Write a summary of field experiences. Topics for each week’s journal are indicated in the course schedule.

Students will submit one thoughtful, in-depth entry each week, during weeks #1-#10, for a total of 10 entries. Each entry should address the topic provided and 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. Some journal entries will have a specific topic as indicated on the syllabus.
Journal entries are due at the end of the week assigned: Saturdays, 11:59 p.m. (Addresses EPAS: 2.1.1/2.1.2/2.1.4/2.1.9)

Blackboard Assignments - 10%

During weeks #5, #10, and #13, students will complete online assignments. Assignment details will be posted on Blackboard.

Assignments are due at the end of the week assigned: Saturdays, 11:59 p.m. (Addresses EPAS: 2.1.3/2.1.4/2.1.5/2.1.7/2.1.8/2.1.10 (a)-(d)

Presentation of a Macro Intervention - 10%

This assignment is designed to help you develop your presentation skills and demonstrate your understanding of the helping process used by your agency. Describe one macro project in which you are/were actively involved. Use a presentation program (such as Power Point) or a video (such as Windows Movie Maker) to convey information. Grading of the case presentation itself will be based on the completion of each area described below. Students may work in dyads or groups of three if placed in the same agency. Assignment details will be posted on Blackboard.

Presentations are due end of day (11:59 p.m.), Saturday, Week 14.

(Addresses EPAS: 2.1.3/2.1.4/2.1.5/2.1.7/2.1.8/2.1.10 (a)-(d) Completion of Field Practicum - 60%

- Performance at field
- Weekly supervision
- Time Sheets
- Learning Contract, Mid-term evaluation, and Final Evaluation

(Addresses EPAS: 2.1.3/2.1.4/2.1.5/2.1.7/2.1.8/2.1.10 (a)-(d)

Assignment Submission Policy

Ten points will be deducted for late assignments. No assignment will be accepted after five days late.

All assignments (with the exception of the Learning Contract, Weekly Supervision Logs, Time Sheet*) are to be submitted through Blackboard.

*The Learning Contract, Weekly Supervision Logs, and Time Sheet(s) are only accepted in their original, hard copy format and cannot be emailed or faxed. These documents MUST be either hand-delivered or mailed.

F. Grading

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, Below 60 = F. A grade of incomplete will not be given for this class.

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.
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

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G. Make-Up Exams

N/A

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

As this is an online course, not "attendance" is taken; however, students will be held accountable for completing weekly assignments and actively participating in all discussion boards. This course runs on a calendar week, which means each week begins on a Sunday (at 12 a.m.) and ends on a Saturday (at 11:59 p.m.).

I. Course Schedule

The graduate micro and macro field placement provides the opportunity for students complete a 400-hour field placement with a social service agency. In addition to this practicum, students are required to attend a seminar course where they meet with their peers and their Field Liaison to reflect on the application of theory and classroom learning in an actual social work setting.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>1: 1/22 to 1/28</td>
<td>Introduction/Syllabus Review No Readings this week.</td>
<td>· Journal Entry 1: How have I grown professionally? (Due end of day, Saturday, 1/28) · Agency Information Form (Due end of day, Saturday, 1/28).</td>
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| 2: 1/29 to 2/4 | Advocacy  
Read Articles “Developing a progressive advocacy program”  
And “Political activities of social workers” | Journal Entry 2: How do I advocate at my agency?  
*(Due end of day, Saturday, 2/4.)* |
|---|---|---|
| 3: 2/5 to 2/11 | The Helping Profession with Macro Focus  
Review the Power Point “Defining Macro Social Work” | Journal Entry 3: What MACRO components will I experience this semester?  
*(Due end of day, Saturday, 2/11.)* |
| 4: 2/12 to 2/18 | Ethical Dilemmas in SW Field  
- Read article “Identifying the discomfort” | Learning Contracts  
*(Due end of day, Saturday, 2/18.)*  
Journal Entry 4: What Ethical Dilemmas have I encountered in field and what did I do about them?  
*(Due end of day, Saturday, 2/18.)* |
| 5: 2/19 to 2/25 | Practice-Informed Research  
- Read article “The function of shelters for women” | Blackboard Assignment: Discuss how practice might guide research.  
*(Due end of day, Saturday, 2/25.)*  
Journal Entry 5: Student’s Choice —pick your own!  
*(Due end of day, Saturday, 2/25.)* |
| 6: 2/26 to 3/4 | Effective Use of Supervision  
Review Power Point “Effective Use of Supervision” | Journal Entry 6: What do I want AND get out of my field supervision?  
*(Due end of day, Saturday, 3/4.)* |
| 7: 3/5 to 3/11 | Social Work Career - Resumes  
*(Due end of day, Saturday, 3/11.)* |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>8: 3/12 to 3/18</td>
<td>Spring Break</td>
<td>Enjoy your Spring Break.</td>
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</tbody>
</table>
| 9: 3/19 to 3/25 | Analyzing Feedback from Mid-term Evaluation | · Mid-Term Evaluation Due (Field Instructor Submits)  
Journal Entry 8: What feedback did I glean from my mid-term evaluation?  
(Due end of day, Saturday, 3/25.) |
| 10: 3/26 to 4/1 | Self-Awareness and Insight in Field Placement | · Blackboard Assignment: Color Wheel  
Journal Entry 9: What can I do to better prepare for my first job as a social worker?  
(Due end of day, Saturday, 4/1.) |
| 11: 4/2 to 4/8 | Working with Others-Diversity                | · Journal Entry 10: How diverse is my field placement?  
(Due end of day, Saturday, 4/8.) |
Review NASW “Safety” document  
Watch video “Stress and Self Care”  
No assignments due. |
| 13: 4/16 to 4/22 | Analyzing Journal Outcomes                  | · Blackboard Assignment: Analysis of Journal  
(Due end of day, Saturday, 4/22.) |
| 14: 4/23 to 4/29 | Macro Presentations                          | · Macro Presentations  
(Due end of day, Saturday, 4/29.) |
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.

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 Grievances


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, 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 [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feel overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](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](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

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.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian............................. http://ask.uta.edu

N. 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/aoa/aoa/).

O. Disability Accommodations

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment;
and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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 in their courses by 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, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

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](http://www.uta.edu/oit/cs/email/mavmail.php).

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

V. Final Review Week

For semester-long courses, 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.