Instructor Contact

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Class Meeting Information

Class Location: TWU, MCL 506
Class Time: Tuesday 2:00 to 4:50 p.m.

Course Description

The seminar facilitates integration of advanced field practicum and classroom learning through processing and discussion of field issues and situations. Assignments are based upon advanced field social work topics and supervised social work field practicum in an agency setting. This course includes practice in a community agency or program related to current course work and demonstration of advanced year social work skills in an applied setting. A minimum of 250 clock hours in the agency is required.

Pre-requisite(s):

Acceptance into practicum.

Course Objectives

Core Competency	COURSE OBJECTIVES By the end of this course students will be able to:
Demonstrate Ethical and Professional Behavior (Specialist Competency 1)*	1. Demonstrate application of core values, ethical standards across multiple settings and client populations. 2. Apply use of decision making frameworks to make critical ethical decisions to complex case situations.

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Engage Diversity and Difference in Practice (Specialist C2)	3. Demonstrate understanding of importance of self-reflection of personal biases and beliefs regarding diversity and difference. 4. Analyze the impact of oppression, exclusion, power, and privilege in clients and explore promotion of social justice. 5. Articulate the negative impact of social inequalities and provide leadership in promoting diversity and inclusion.
Advance Human Rights and Social, Economic, and Environmental Justice (Specialist C3)	6. Understand and analyze the complexities of oppression, power and resource differentials along the time continuum (past, present and potential future) including an understanding of the interrelatedness of local, regional, national and global contextual factors. 7. Develop, implement and evaluate techniques to address oppressive and discriminatory practices, policies, laws, and language.
Engage in Practice-Informed Research and Research-Informed Practice (Specialist C4)	8. Critically analyze and select various types of evidence as it relates to diverse contexts in order to improve decision making, practice, policy and services. 9. Select, understand, and implement evaluation methods in order to assess and improve practice and policies.
Engage in Policy Practice (Specialist C5)	10. Develop and advocate for just policies and are capable of influencing local, state, and national policies through political advocacy. 11. Work to enhance access to resources and opportunities, promote social, economic, and

	environmental justice, and ensure human and civil rights through policy practice.
	12. Work with constituencies to develop coalitions capable of addressing policy issues.
Engage Individuals, Families, Groups, Organizations, and Communities (Specialist C6)	13. Effectively implement theoretical frameworks, considering the client in the context of the environment.
	14. Skillfully apply techniques such as, empathy, active listening, unconditional positive regard, genuineness, reflective listening, and cultural humility to effectively engage clients at the micro, meso and macro levels.
Assess Individuals, Families, Groups, Organizations, and Communities (Specialist C7)	15. Synthesize and apply an array of theoretical perspectives, including the Person in Environment, to assess client complex problems.
	16. Analyze and incorporate theoretical models and practice principles to accurately collect, organize and interpret assessment information from multiple sources.
	17. Develop evidenced-based intervention plans that are linked directly to client needs, strengths, resources, resilience, and preferences.
Intervene with Individuals, Families, Groups, Organizations, and Communities (Specialist C8)	18. Engage in the development of comprehensive and appropriate intervention plans.
	19. Thoroughly and critically assess referral and resource options in order to maximize client self-determination and independence.
	20. Provide ongoing evaluation of interventions and modify intervention plans as necessary to ensure maximum client impact.

	21. Provide innovation in interventions in order to properly respond to evolving or emerging issues of social, economic, and environmental justice.
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Specialist C9)	22. Approach, plan and conduct evaluation in order to improve and refine services, policies, and organizations in order to better serve client systems.
	23. Disseminate evaluation findings in order to positively impact both client systems and the larger professional service delivery network.
	24. Remain aware of and sensitive to the diverse nature of their client systems, and select or design evaluation methods that accurately capture the effect of interventions, programs, and policies with all clients.

*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies

Required/Recommended Materials

Garthwait, C.L. (2017). *The social work practicum: A guide and workbook for students* (7th ed.). Upper Saddle River, NJ: Pearson.

JMSW Field Manual (on Canvas)

Field Site's Policy Manual

Required/Recommended Materials: Selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links within Canvas and/or placed on reserve through the library.

JMSW COURSE/PROGRAM RELATED POLICIES

Attendance Policy

Attendance and professionalism are vital in social work education. You are expected to attend all classes, seminar meetings, faculty appointments and other obligations, and to come to class on time. Many courses use small group collaboration and roleplaying methods that require your presence and participation during class for optimal learning. Professors rely on your timely presence to effectively implement these experiential

methods, and enhance the learning environment for everyone. It is the general policy of the Social Work program that students who miss the equivalent of **more than two (2)** sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. *An absence is defined as missing all or part of a class period*. If you must miss a class, please notify the professor in advance via e-mail that you will be absent. It is your responsibility to collect notes from a classmate and/or handouts/powerpoints from Canvas. Absences may be excused based on:

1) a major event/illness that is life disrupting and clearly outside of your control, or
2) an illness that renders you incapable of participating or that is infectious and thus risks causing harm to your fellow students and professor if you participate.

The professor reserves the right to deduct points from your final point total for multiple (more than one) absences, late arrival, and/or leaving early. You will not be able to advance in your field practicum or other parts of the JMSW Program until you retake the course due to minimum grade and GPA requirements.

Late Work and Assignments

In fairness to students who do complete assignments on time, those who turn papers in late will have significant points deducted unless a legitimate reason for the tardiness has been discussed with the instructor **prior** to the due date. **Ten points x total number of days late will be subtracted from possible points unless arrangements are made with the professor in advance of the due date.** If you missed handing in an assignment, it is the professor's choice about whether to give you a make-up option. If a make-up option is provided, the professor retains the right to set the content of the make-up work, the points that may be earned, and the timeline for completing the work. Unless a student makes arrangements with the professor in advance, a zero will be given for work not submitted on time.

Academic Integrity

Honesty in completing assignments is essential to the mission of the both TWU and UNT and to the development of the personal integrity of students. In submitting assignments for a grade, students affirm that they have neither given nor received unauthorized assistance. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to the appropriate office.

TWU's Policies on Academic Integrity
Specific details and descriptions of TWU's Policies on Academic Dishonesty Procedures and students' right to appeal are available at
https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426

UNT's Policies on Academic Integrity
Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at https://policy.unt.edu/policydesc/student-standards-academic-integrity- 18-1-16.

Student Conduct

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at TWU or UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email or Canvas) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to: disrespectful treatment of other students (verbal or written), disrupting lecture, use of inappropriate or profane language or gestures in class or other instructional settings.

Disability Accommodation

In accordance with university policies and state and federal regulations, TWU & UNT are committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the TWU Disability Services for Students (DSS) if their home base is TWU or the Office of Disability Access (ODA) if their home base is UNT to verify their eligibility. If a disability is verified, DSS or ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

TWU Disability Support Services
As a TWU student, if you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs.

UNT Office of Disabilty Access
As a UNT student, if you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at http://disability.unt.edu. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT's policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Campus Carry & Concealed Handguns

In accordance with state law and TWU and UNT policies, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about TWU's concealed handgun policy at https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=34877 and UNT's concealed handgun policy at https://campuscarry.unt.edu.

Sexual Discrimination, Harrassment, & Assault

TWU & UNT are committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Both TWU & UNT have staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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JMSW Classroom Policies

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Media/Cell Phone Policy: Cell phones should be turned off prior to class and put away. This includes text messaging. If you have an emergency situation which arises, discuss this with your instructor, to see if an exception may be granted. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

Written Assignments: All assignments and written work submitted in the program may be included by JMSW faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

Intellectual Property: All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

Grading in the JMSW Program: Decisions regarding the methods of grading are made by the individual instructors for each course. These grading methods are made available in the course syllabus each semester. It is the student's responsibility to understand the

grading method used by the instructor and to familiarize him/herself with this method at the beginning of the semester. Each student should read each course syllabus at the beginning of the semester and seek clarification if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, whether late assignments will be accepted or receive a lower grade, etc.

If a grade of "C" is earned in a practice course or field practicum or seminar, the course must be retaken. If a grade of "D" or "F" is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrated respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire proper; handling of adversity; personal hygiene; taking responsibility for your own behavior; motivation; emotional maturity; originality; etc.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors of the JMSW Program have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers that are employable and who can remain employed. Students may be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

Detailed Description of Major Assignments

A. **Learning Agreement.** All students will complete a comprehensive Learning Agreement with the assistance of their Field Instructor. The Learning Agreement is due the **3rd week** of classes and must be reviewed and signed by both the student and the Field Instructor before submission. The Agreement should be submitted on Canvas by September 10, 2019 at 2:00 p.m. Students should also be prepared to turn in a **hard copy** in class on the same day.

B. **Logs.** Students will write six reflective logs throughout the semester using a template provided on Canvas. They will identify which specialist competencies pertain to the activities completed that week. (Competencies 1-9)

C. **Agency Presentation.** During the semester each student will provide a presentation about the assigned field agency/site including how the site may advance Human Rights and Social, Economic, and/or Environmental Justice. Each student will provide enough information about the agency to fellow students so they are aware of it as a resource in the community. Additional information on this assignment may be found on Canvas (Competency 4).

   For this assignment students will:

   Create an Agency Presentation to include (8-10) PowerPoint Slides:
   Presentation must include the following:
   - Details on the characteristics of the population(s) served by your agency
   - A description of the sources of funding for your agency
   - An explanation of the agency's mission statement and a comparison to your agency learning agreement
   - A description of the organizational structure of your agency
   - How the agency advances Human Rights and Social, Economic, and Environmental Justice.

D. **Critical Reflection Assignment.** In this assignment, the student will identify a case scenario they have experienced in practice. The student will analyze this brief scenario and apply at least one reflective model (Schon, Fook, Gibbs, Kolb), of how they dealt with the case. Additional information on this assignment may be found on Canvas (Competency 1).

E. **Practice Self-Analysis**. Students will reflect upon all aspects of their practice in field and write a plan of what they will improve on in the coming semester in their field placement. They will identify some strengths as well. Students will

draw information from their logs, midterm field evaluation and other sources such as feedback from coworkers and peers. Your paper should be 3 to 4 pages long and be written in APA format. Use subheadings. Additional information on this assignment may be found on Canvas.

- Describe whether you met or did not meet the goals/objectives in your agency learning agreement from the results of your evaluation.
- Describe the social work practice skills you developed.
- Describe areas where you might need improvement in relation to social work practice skills, ethics, or professionalism.
- Explain how your next field experience might address those areas needing improvement

F. Students will be involved in their mid-term and final field evaluation. Be sure you set aside time to discuss your evaluation with your field instructor.

Grading Criteria & Scale

A = 900 – 1000
B = 800 – 899
C = 700 – 799
D = 699 – 600
F = 599 or below

Assignment	Points	Percentage
Learning Agreement – 50 points	50 points	5%
Critical Reflection Assignment – 150 points	150 points	15%
Agency Presentation – 200 points	200 points	20%
Practice Self-Analysis – 180 points	180 points	18%
Weekly Reflective Logs -- 6 x 70 = 420 points	420 points	42%
Total:	**1000 points**	**100%**

Course Outline

Proposed schedule of topics and assignments due. Instructor reserves the right to alter the following schedule as course needs dictate.

Date	Topic	Readings	Assignments Due
Week 1 August 27	**Unit 1: Introduction and Orientation to Course - Syllabus** A. Review field assignments: Learning Agreement, Weekly Logs, Evaluations B. Review expectations of all parties C. Responsibility of agency based field instructors D. Responsibility of students in the agency as a practicum student E. Review of agency structure and functions	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 1, the purpose and expectations for practicum (pp. 1-11).	
Week 2 September 3	**Unit 2: Role of Supervision** A. The role of supervision in your field education experience B. Description of your field supervisor's leadership style and whether their leadership style promotes your agency learning agreement. C. Describe agency policies or mandates regarding confidentiality D. Communication Skills and challenges in communicating with clients	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 3, Learning from Supervision (pp. 28-40).	**Weekly Reflective Log #1**
Week 3 September 10	**Unit 3: Safety Planning** A. Discuss Safety planning in agency settings B. Describe personal safety plan for your field education experience C. Explain how your personal safety plan might differ from the agency's safety plan	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 4, Personal Safety (pp. 41-50).	**Learning Contract due- Upload to assignment link in Canvas**
Week 4 September 17	**Unit 4: Confidentiality** A. Potential Challenges in adhering to confidentiality	Garthwait, C. L. (2017). The Social Work practicum:	

	B. Review of NASW Codes of Ethics C. Describe agency policies or mandates regarding confidentiality D. Communication Skills and challenges in communicating with clients	A guide and workbook for students – Chapter 5, Communication (pp. 51-64).	**Weekly Reflective Log #2**
Week 5 September 24	**Unit 5: Community Context of Practice** A. Describe community as a resources for social work practice B. Describe community as a dynamic system that interact with individuals, families, groups, and organizations C. Describe how agencies are influenced by the community	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 7, Community Context (pp. 76-85).	
Week 6 October 1	**Unit 6: Working with Groups** A. Group discussion and problem-solving – Understanding the perspective of the client B. Reflecting feelings and integrating skills C. Self-care skills and Countertransference		**Weekly Reflective Log #3**
Week 7 October 8	**Unit 7: Diversity and Cultural Competence** A. Describe diversity and/or cultural competence considerations in the field agency B. Explain how diversity and/or cultural competence reflect your learning	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 10, Cultural Competence (pp. 110-123).	**Critical Reflection Assignment**
Week 8 October 15	**Unit 8: Assessment** A. What is Assessment		

	B. Different Forms of Assessment Potential Challenges for assessment during field		**Weekly Reflective Log #4**
Week 9 October 22	**Unit 9: Legal Considerations** A. Any legal considerations during your field education experience that you have had or might have had to address B. Potential challenges and legal liabilities in adhering to legal considerations during field C. Describe risk management strategies	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 13, Legal Issues (pp. 148-157).	
Week 10 October 29	**Unit 10: Ethical Bases of Social Work** A. Functions of Professional Codes of Ethics B. NASW Code of Ethics C. NABSW Code of Ethics D. Case of Examples of Issues Involving Ethics	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 12, Social Work Ethics (pp. 136-147).	**Weekly Reflective Log #5**
Week 11 November 5	**Unit 11: Use of Self** A. Provide an explanation of the use of self during field education that you may have encountered of that you might encounter B. Address potential boundary challenges in field education	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 11, Professional Social Work (pp. 125-135).	
Week 12 November 12	**Unit 12: Agency Presentations**		**Weekly Reflective Log #6** **Agency Presentations**
Week 13 November 19	**Unit 13: Agency Presentations**		**Agency Presentations**

Week 14 November 26	Unit 14: **Thanksgiving week** **Class online**		**Practice Self-Analysis Assignment**
Week 15 December 3	**Unit 15: Evaluation of Learning** A. Explain the completion of your agency learning agreement including a summary of the results of your evaluation B. Explain the practice skills developed and how participation in this course helped to inform future field experiences C. Identify personal action steps for future field experiences	Garthwait, C. L. (2017). The Social Work practicum: A guide and workbook for students – Chapter 15, Evaluating your practice (pp. 172-185).	**Mid-term Field Evaluation**
Week 16	**(Final Exam Period)**		

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