Instructor:
Office:
Phone:
Email:
Office hours:

UNIVERSITY BULLETIN DESCRIPTION

The field component, including 210 hours of educationally supervised generalist practice experience in a social service agency and weekly 2-hour integrative seminar. Involves the application of social work knowledge, values and skills to social work practice with individuals, families, groups, organizations, and communities, using appropriate theoretical frameworks and differential professional strategies of change. Prerequisites: successful completion of Field Admission Process; concurrent enrollment in SOC WORK 410. (Six credits)

TEXTS


DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The generalist approach to social work practice, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention—individual, family, group, organization, and/or community—appropriate to addressing the issues presented. It
recognizes the profession’s dual purpose and responsibility to influence social as well as individual change. Particular attention is given to work with diverse populations incorporating ideologies of democracy, humanism, and social justice. Overarching an influencing the generalist approach are the values and ethics of the profession.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
PRACTICE BEHAVIORS (BULLET POINTS)
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
· Advocate for client access to the services of social work;
· Practice personal reflection and self-correction to assure continual professional development;
· Attend to professional roles and boundaries;
· Demonstrate professional demeanor in behavior, appearance and communication;
· Engage in career-long learning; and
· Use supervision and consultation

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
· Recognize and manage personal values in a way that allows professional values to guide practice;
· Make ethical decisions by applying standards of the National Association of 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 Work, Statement of Principles;
· Tolerate ambiguity in resolving ethical conflicts; and
· Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
· Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
· Analyze models of assessment, prevention, intervention, and evaluation; and
· Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
· Recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
· Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
· Recognize and communicate their understanding of the importance of difference in shaping life experiences; and  
  · View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**  
· Understand the forms and mechanisms of oppression and discrimination;  
· Advocate for human rights and social and economic justice; and  
· Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**  
· Use practice experience to inform scientific inquiry and  
· Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**  
· Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and  
· Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**  
· Analyze, formulate, and advocate for policies that advance social well-being; and  
· Collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**  
· Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and  
· Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**  
· (a)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.

· (b)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.
· (c) Intervention: Initiate actions to achieve organizational goals;
· Implement prevention interventions that enhance client capacities;
· Help clients resolve problems;
· Negotiate, mediate, and advocate for client; and
· Facilitate transitions and endings.
· (d) Evaluation: Social workers critically analyze, monitor, and evaluate interventions.

COURSE STRUCTURE AND FORMAT
This class is a seminar course which meets face to face for 2 hours per week. There are a variety of approaches to learning which will be used including lecture, group discussion, student presentations and written assignments. Your participation in class is significant and requires your presence and preparedness for class. It is expected that you will attend class on time, remain for the duration of the entire class, contribute to class discussions and have assignments completed in a timely manner.

Professional writing standards and expectations: Journals and papers must be typewritten (double spaced) and grammatically correct. These may be emailed prior to class or brought to class on the day we meet.

In-class attendance: Attendance is required. In the event that you must miss class, I expect you to contact me and provide a reason for your absence. Unexcused absences will result in an extra assignment as chosen by the instructor.

Electronic technology limitations in class: In consideration of all students in the class as well as the instructor, please do not have phones on during class time. It is disrespectful and distracting to text during seminar. Phones should be kept off of desks and kept in purses or backpacks. If you are using a laptop to take notes, please use this only for the purpose of class. The instructor reserves the right, according to the University Student Code, to dismiss anyone in class who is disruptive to the class process.

Application of the NASW Code of Ethics: Competencies 2.1.1 and 2.1.2 are essential competencies to be met in both 93-401 and 93-451. Each student is expected to conduct her/him self in accordance with the NASW Code of Ethics, as a student at UW Oshkosh, while in class and at their field site.

Assignment revisions and resubmissions: For major assignments in this seminar, I will provide opportunities for drafts and feedback will be given. Please take advantage of this learning opportunity so that your assignment meets expectations by the date due.
**Disability accommodation:** Please see the Department of Social Work Handbook Section IV-A for information specific to accommodations for students with disabilities. Students will special learning requirements should alert instructors in order that accommodations can be met.

**APA format expectations:** All assignments which include references should utilize APA formatting. The UW Writing Center is a resource for all students to assist you in your writing. They are located in the lower level of Radford Hall.

**Please call or email to schedule an appointment. 424-1152 or wcenter@uwosh.edu**

www.english.uwosh.edu/wcenter

**TEACHING STRATEGIES**
A variety of approaches to learning will be used including lecture, group discussion, student presentations and written assignments.

**Note:** In addition to the instructional (course) policies contained in this syllabus, please refer to the *Department of Social Work Student Handbook*, Section IV-A for more specific information about the instructional policies regarding academic dishonesty (including plagiarism), attendance and course participation, changing course sections, grievance and appeal, disclosure and confidentiality in class discussion, and special accommodations requests. Refer also to Section II-B for information concerning your instruction rights and responsibilities. The *Handbook* may be purchased at the University Bookstore or viewed by visiting the Social Work Department’s Home Page at: http://www.uwosh.edu/departments/social_work/handbook.htm.

**ASSIGNMENTS AND EXPECTATIONS**

**Field Practicum 60%:**
- Satisfactory completion of the required 210 hours
- Satisfactory completion of the identified activities negotiated in the Student Learning Contract.

**Field Seminar 10%:** Active participation: All students are expected to come prepared for active discussion. A seminar is about *shared* learning.

The seminar will focus on (a) specific issues arising from experiences in the agency setting, (b) discussions focusing on the relationship between theoretical learning and social work practice and (c) discussion of readings and presentations.

*Each week you will be given the opportunity to discuss events/learning experiences from your agency placement. UTILIZE this time to obtain feedback from your peers and your instructor, or to offer feedback. The information discussed in seminar is CONFIDENTIAL and will not be discussed outside of class.*
**Field logs 5%**: Field logs must be submitted on a weekly basis recording the days and hours you spend at your agency each week. They should also list your specific activities at the agency for the week. **You need to number the weeks on the logs, total of hours for the week and they must be signed by your supervisor.** Make a copy of your log for your records. You can access the Field log forms at [http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks](http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks). This is found under the BSW icon on the webpage for the social work department.

**Journals 10%**: Journals must also be submitted on a weekly basis. Journals do not just describe activities. **This should demonstrate critical thinking regarding: you** learning, the active integration of theory to practice, and how you are thinking, feeling, and processing the experiences you encounter daily. **Be sure to note ideas/efforts regarding self-care.** Journals will be graded with the following scale: (-) lacks critical thinking, (+) integrates critical thinking with experience, (/) minimal integration of processing experience.

**Student Learning Contract (SLC), field placement 60%**: One of the most important tasks to be accomplished is the development of a complete, substantive and integrative plan of goals, objectives, and learning activities. This plan must reflect the objectives for mastering generalist practice identified in the Field Handbook and also your personal learning objectives. The instructor, your seminar peers, and your agency field supervisor will assist in the process, but it remains your responsibility to complete the SLC to meet both course objectives and your individual learning needs. (Refer to “Contract Negotiation and Goal Setting” attachment). The Student Learning Contract can be found on the webpage for the social work department. [http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks](http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks)

**Organizational Analysis 10%**: (written and oral presentation). The analysis is designed to help you, other students and the instructor gain a better understanding about your agency and how social work is practiced there. Students will give a presentation to the seminar, and submit it in written form on the date of the presentation. An attachment is provided which provides the required areas to be addressed.

**Best practice proposal 5%**: During the second semester (93-451) you will complete a brief review of the literature (3 sources) regarding research as it relates to the practice in your agency. By December 6, you should have a brief proposal of the practice you will be investigating.

**Grading Summary:**
- Field Practicum 60%
- Part/Attendance 10%
- Field logs 5%
- Journals 10%
SUMMARY OF STUDENT EVALUATION REQUIREMENTS:
The faculty instructor in consultation with the agency field instructor will assign a final course grade. **Grading for this course is pass/fail.** The final SLC evaluation will occur near the end of the semester and will include you, the faculty instructor and the agency instructor. **The seminar accounts for 40% of your total grade and the SLC accounts for the remaining 60%**. The field portion is determined by the manner in which the SLC activities and expectations were met. **To obtain a passing grade ALL seminar assignments AND your performance in field as assessed by faculty instructor and field supervisor must meet or exceed a level corresponding to a letter grade of B.**

COURSE AND FACULTY EVALUATION
Note when students will complete SOS forms and any other course evaluation forms/materials. This might include a self-evaluation of Practice Behaviors or BEAP.

SEMINAR SCHEDULE

**Week 1**
Orientation to Applied Generalist Practice: roles, expectations, procedures and assignments.

Beginning discussion of Student Learning Contract (SLC).
Discussion of log and journal processing. Review of semester.

**Week 2**
Negotiating and Developing the SLC.
Review Syllabus attachment on developing behavioral objectives.
READINGs: Field Manual, Review SLC for Field I.
Garthwait ): Ch.3, Planning to Learn, Ch. 4, Getting Started, Review Field Manual, Using Supervision

**Week 3**
Agency and Community Contexts of Practice
READINGs: TEXT, Ch. 5 Using Supervision

**Week 4**
Discussion of your professional identity
DUE: Finished draft of your SLC. Before turning it in, obtain your agency supervisor’s approval and signature; make three copies of the SLC and bring to class

Week 5  
Mai Nhia Xiong, from Career Services will present on preparing for the Mock Interviews  Personal Safety Issues in Agency Settings  
READINGS: TEXT, Ch. 6, Personal Safety  
Begin working on Mid term eval with supervisor.  
The forms are located on the social work website  
http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks  
You are responsible for obtaining them.

Week 6  
Communication; Social Work Practice as Planned Change  
Readings: TEXT, Ch. 7, Communication  
Agency Presentations begin

Week 7  
Professional Social Work and Professional Ethics  
READINGS: TEXT, Ch. 13, Professional Social Work  
Ch. 14 Professional Ethics  
Mid term evaluation due

Week 8  
Mock Interviews: you are required to participate in a mock interview process.

Week 9  
Diversity  
READINGS: TEXT, Ch. 12, Diversity.  (Special considerations involving age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation).

Week 10  
Legal Concerns  
READINGS: Chapter 15, Legal Concerns

Week 11  
Evaluating Student Performance  
READINGS: TEXT, CH 17, Evaluating Performance

Week 12  
READINGS: TEXT, CH 15 Legal Concerns, Ch 17, Evaluating Performance  
Begin working on Final Eval with supervisor  
Forms are available on the social work website.  
http://www.uwosh.edu/socialwork/bsw/bsw-documents-forms-and-handbooks
Week 13  Best Practice Projects
DUE: Best Practice Proposal. Be prepared to describe your project in class for student feedback

Week 14  Informal wrap-up. Discussion of SLC for second semester.
Final Evaluations Due

Bibliography


