

## **COURSE SYLLABUS**

### **Social Work 401 Applied Generalist Practice I**

**Term:**

**Instructor:**

**Department of Social Work  
University of Wisconsin Oshkosh**

**Office:**

**Office Hours:**

**Email:**

**Course Format & Dates:**

**Course Location:**

**Time of Class:**

### **COURSE DESCRIPTION**

#### **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**

- A. National Association of Social Workers (NASW). 2008. Code of Ethics.  
<https://www.socialworkers.org/pubs/code/default.asp>
- B. UWO Department of Social Work. (Revised edition). Field Work Manual. This can be found on the Department of Social Work website.
- C. Select readings available on Canvas.

#### **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 and influencing the generalist approach are the values and ethics of the profession.

**COUNCIL ON SOCIAL WORK EDUCATION (CSWE)  
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

<b>CSWE Competencies</b>	<b>Behavior Indicators</b>	<b>Learning Dimensions, Assignments, and Activities</b>
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b> Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally</p>	<p>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. Use technology ethically and appropriately to facilitate practice outcomes; and d. Use supervision and consultation to guide professional judgment and behavior.</p>	<p><b><u>Demonstration of Knowledge:</u></b> NASW Code of Ethics Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based Question Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Reflection assignments</p>

<p>and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critiques the profession’s history mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p>		<p><b><u>Demonstration of Cognitive/Affective Processes:</u></b>  Field seminar participation  Field Internship  Best Practice Evidence Based question  Reflection assignments  Self-care assignment  Canvas discussions  Organizational Analysis</p>
<p><b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>  Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social</p>	<p>a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</p> <p>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<p><b><u>Demonstration of Knowledge:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Canvas discussions  Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b></p>

<p>work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>		<p>Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b> Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p>
<p><b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b> Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual,</p>	<p>a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p>	<p><b><u>Demonstration of Knowledge:</u></b> Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments</p>

<p>family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social</p>	<p>b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>	<p>Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Skills:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p>
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<p>workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>		
<p><b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>  Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills</p>	<p>a. apply research findings to inform and improve practice, policy, and programs; and</p> <p>b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work</p>	<p><b><u>Demonstration of Knowledge:</u></b>  Lectures  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Self-care assignment  Canvas discussions  Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Canvas discussions  Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Canvas discussions</p>

<p>regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.</p>		<p><b><u>Demonstration of Cognitive/Affective Processes:</u></b>          Field seminar participation          Field Internship          Student Learning Contract          Best Practice Evidence Based question          Reflection assignments          Canvas discussions</p>
<p><b>Competency 5: Engage in Policy Practice</b>          Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation,</p>	<p>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>	<p><b><u>Demonstration of Knowledge:</u></b>          Lectures          Field seminar participation          Field Internship          Student Learning Contract          Best Practice Evidence Based question          Reflection assignments          Self-care assignment          Canvas discussions          Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b>          Field seminar participation          Field Internship          Student Learning Contract          Best Practice Evidence Based question          Reflection assignments          Canvas discussions          Organizational Analysis</p>

<p>and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</p>		<p><b><u>Demonstration of Values:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Canvas discussions  Organizational Analysis</p>
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate</p>	<p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p><b><u>Demonstration of Knowledge:</u></b>  Lectures  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Self-care assignment  Canvas discussions  Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments</p>



<p>engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>		<p>Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and the person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and</p>	<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p><b><u>Demonstration of Knowledge:</u></b> Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b> Field seminar participation Field Internship Student Learning Contract</p>

<p>constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.</p>		<p>Best Practice Evidence Based question  Reflection assignments  Self-care assignment  Canvas discussions  Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Ethics assignment  Best Practice Evidence Based paper  Reflection assignments  Self-care assignment  Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b>  Field seminar participation  Field Internship  Student Learning Contract  Ethics assignment  Best Practice Evidence Based paper  Reflection assignments  Self-care assignment  Canvas discussions  Organizational Analysis</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers</p>	<p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p>	<p><b><u>Demonstration of Knowledge:</u></b>  Lectures  Field seminar participation  Field Internship  Student Learning Contract  Best Practice Evidence Based question  Reflection assignments  Self-care assignment</p>

<p>understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.</p>	<p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<p>Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> Social workers understand that evaluation is an ongoing component of the dynamic</p>	<p>a. select and use culturally responsive methods for evaluation of outcomes; and</p> <p>b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with</p>	<p><b><u>Demonstration of Knowledge:</u></b> Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question</p>

<p>and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>individuals, families, groups, organizations, and communities.</p>	<p>Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Skills:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions Organizational Analysis</p> <p><b><u>Demonstration of Values:</u></b> Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p> <p><b><u>Demonstration of Cognitive/Affective Processes:</u></b> Lectures Field seminar participation Field Internship Student Learning Contract Best Practice Evidence Based question Reflection assignments Self-care assignment Canvas discussions</p>
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**Diversity, Equity, and Inclusion:** Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

## **COURSE INCLUSIVITY and COURSE EXPECTATIONS**

### **ANTI-RACIST and ANTI-DISCRIMINATION Statement:**

Social workers are called to address racism and all forms of social and discriminatory injustice.

Building relationships and community is one of the most important goals of our Social Work profession. The only way to build community in this course, given the focus, is to honor each person in terms of their identity. Each student in the course will conceive of their identity in different ways, and aspects of identity important to students in the course may include ethnicity, ability, sex, sexuality, gender, gender expression, gender identity, religious beliefs, political affiliations, and/or class, to name just a few. Thus, each of us, myself included, must honor each student's identity in all its complexity. We need to be mindful, each time we engage in this course, to listen to each other, consider perspectives unlike our own, challenge our assumptions and find a route toward understanding the similarities and differences between ourselves and others.

This course, including any course I teach, is designed to be inclusive of all students. When striving for inclusion, I find it important to recognize that some communities have been historically marginalized from education. Thus, I want to affirm that I identify as an ally to LGBTQIA+ students; Native, Indigenous, Latinx, Hispanic, Asian, Black, and African American students; first generation college students; students with disabilities; women students; men students; students of diverse religious backgrounds; and students facing financial challenges in affording college.

I am committed to creating an anti-discriminatory classroom climate in which all students feel safe, supported, and affirmed. I ask that everyone in the class join me in committing to the creation of a welcoming space free of discrimination, bullying, and harassment in which each student can find a sense of belonging.

I value all my students and want to assist you in finding the support and guidance that you need. So, if any of you face challenges this semester, whether academic or outside of academics, I can help connect you with resources on campus to assist you in addressing these challenges (see syllabus for list of resources). My goal is to help you to be successful and to ensure that both our classroom and our campus are safe and equitable. Should you have any questions or concerns you do not feel comfortable addressing directly, I welcome you to submit feedback anonymously.

**Bias Incident Reports:** The campus community is committed to fostering an inclusive environment where every member of our community is respected and valued. If you witness or experience an incident of bias, you are invited to file a bias incident report so that the situation can be addressed. If you choose to share your name, a UW Oshkosh staff member will follow up with you within one business day. Bias incident reports can be filed here:

<https://uwosh.edu/police/bias-incident-report/>

**Title IX:** Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex (gender and gender identity) in educational programs including recruitment, admissions, financial aid, classroom instruction, on campus housing, employment, and other areas. Title IX also protects pregnant and parenting students, and prohibits sexual harassment including sexual violence. To report complaints of sexual harassment or discrimination based on gender, contact the Office of Equal Opportunity and Access at (920) 424-1166 or (920) 424-2021. To report complaints of sexual assault, students can also contact the Dean of Students Office at 424-3100 or University Police at 424-1212.

Please note that the instructor is a mandated reporter in compliance with Title IX, and must report any sexual assault and/or abuse that is disclosed.

**Students Right To Know Act:** Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/resources/consumer-information/>

**LAND ACKNOWLEDGEMENT Statement:** We acknowledge the original inhabitants of this area, the Menominee and the Ho-Chunk nations. This land encompasses the three campuses of the University of Wisconsin - Oshkosh in the Lake Winnebago region. Please take a moment to honor these ancestral grounds and celebrate the resilience and strength that all indigenous people have shown worldwide.

**CONFIDENTIALITY Statement:** In adherence to the NASW Code of Ethics, and to promote a safe and inclusive learning environment for all, any personal identifying information shared between participants within this classroom is requested to remain confidential. Please note that the instructor is a mandated reporter, and must report in compliance with Child Abuse/Neglect; Vulnerable Adult Abuse/Neglect; and/or Sexual Abuse/Assault (please see Title IX section).

**Instructor Reporting Obligations:**

UW Oshkosh is committed to providing the safest campus possible for our students, faculty and staff. Students experiencing any form of prohibited discrimination or harassment, including but not limited to sex or gender based violence, can report it by contacting Equal Opportunity, Equity & Affirmative Action/Title IX office (920-424-1166), or Dean of Students office (920-424-3100). If you choose to contact one of these offices, your information will be private but may not remain confidential. You may also call the [Campus Survivor Advocate](https://uwosh.edu/campus-survivor-advocate/) (920-424-2024) for confidential help and resources. You can also find more information on policies and resources at <https://uwosh.edu/titleix/> and <https://uwosh.edu/hr/policies-procedures/> and <https://uwosh.edu/equity/>.

Please note that I am a responsible employee for UW Oshkosh and therefore have an obligation to report incidents of sexual violence and misconduct that are brought to my attention to the Title IX Coordinator. For more information about my reporting requirements

visit <https://uwosh.edu/titleix/employee-responsibilities/>. Under [Executive Order 54](#), I am a mandatory reporter and have an obligation to report child abuse/neglect.

## **Student Resources:**

**Academic Support of Inclusive Excellence:** The Division of Academic Support of Inclusive Excellence (ASIE) is dedicated to the academic growth and personal development of UW Oshkosh students comprising first-generation, low-income, students of color, women, and LGBTQ+ students. ASIE aims to empower and inform students, faculty, staff and the broader community to create an equitable, diverse and inclusive campus climate through outreach initiatives, educational programming, leadership opportunities and multicultural events. For more information and to contact us, visit our ASIE website.

**The Center for Academic Resources (CAR):** The Center for Academic Resources provides one-to-one and small group tutoring for many courses on campus at no additional cost. Both online and in-person options are available to students. CAR tutors have earned high grades in the courses they tutor and are faculty recommended. Tutors can help students organize and understand course content in addition to strengthening overall study skills. Please visit the CAR website for more information and how to access tutoring: <https://uwosh.edu/car/>

**Counseling Center:** The Counseling Center focuses on helping students flourish, which means to feel good and function well. We provide individual and group counseling, wellness workshops, biofeedback, mindfulness practices, crisis services and more. During the pandemic, we will be providing services through teletherapy. To schedule an appointment, call the Counseling Center at 920-424-2061 and check out our services on our website at <https://uwosh.edu/counseling/>

**Differently-Abled/Disability Services:** If you have a learning difference or would benefit from a modification of our space for this class, let me know as soon as possible so I can help. You may also find the Disability Services staff helpful in the Dean of Students Office (Dempsey Hall, 125 • 920-424-3100).

**Information Literacy (Polk Library):** Polk Library offers many professional librarians who can help you find library resources for your research. You also may set up a Research Advisory Program session with a librarian at rap@uwosh.edu. We will have a meeting with a librarian about your work in the course, but you consider making the librarians regular resources for your work in all of your classes that require research.

**The LGBTQ+ Resource Center:** The mission of the LGBTQ+ Resource Center is to create a safe, inclusive, and affirming campus climate that fosters academic success and personal growth for students, faculty, and staff of all genders and sexualities through education, advocacy, and support. The vision of the University of Wisconsin Oshkosh LGBTQ+ Resource Center is to create an innovative and fully equitable community of all genders and sexualities that is free of discrimination and strives for knowledge, challenges barriers, and seeks to empower agents of social change. Please visit our website for more information about our values, resources, events, and contact information.

**Reading and Study Skills Center:** The Reading and Study Skills Center assists students in developing the reading and study strategies that are essential for academic success and life-long learning. Students can enroll in one- and two-credit academic skills courses or schedule individual coaching sessions for topics such as test preparation, academic reading, note taking, time management, test taking and online learning. Appointments can be scheduled online, in person or via email or phone. Additionally, we provide test preparation support for high-stakes entrance exams, such as FORT and Praxis (Education

majors), TEAS (Nursing majors), and the Graduate Record Exam (GRE). Visit our website for additional information.

**Veterans Resource Center:** Veteran, active duty, reserve, or national guard students with military-affiliated special circumstances (e.g., upcoming deployments, drill requirements, disabilities, VA appointments, etc.) should communicate these with as much notice as possible. I will work with you and/or put you in contact with the Veterans Resource Center (920-424-1804 or veterans@uwosh.edu) or other University staff who are trained to assist you. (\*Credit to CETL, UW Oshkosh, for this list of student resources).

**The UW Oshkosh Women's Center** exists to serve students, staff, faculty and community members. Part of the [Division of Academic Support of Inclusive Excellence](#), the Women's Center hosts educational programs to address a variety of gender and social issues and provides resources for women and gender minorities. Campus Center for Equity & Diversity; 717 W. Irving Ave. Oshkosh, WI 54901  
(920) 424-0963  
[womenscenter@uwosh.edu](mailto:womenscenter@uwosh.edu)

**Food Assistance:** If you are in need of food assistance, you have campus resources available to you. Your Oshkosh Student Association (OSA) runs the campus food pantry, **The Cabinet**. It is open to **all UWO students** who express a need for food assistance. It is located in the lower level of the Reeve Memorial Union. Operational hours and additional information can be found on the OSA's Services [Web-page](#). For questions and concerns, please contact the **Food Pantry Director: foodpantry@uwosh.edu**, or the OSA Office: osa@uwosh.edu; (920)-424-3202.

### **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 required** as is 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 on time. **Students that come late for class will be considered absent for the class period.**

**Professional writing standards and expectations:** Practice Reflection assignments and all other papers **must be typewritten (double spaced) and grammatically correct. Practice Reflection assignments do not need to follow APA style, BUT all other papers must.** There will be a Dropbox for all assignments, unless otherwise directed.

**In-class attendance: Attendance is required.** It is expected that students will attend class regularly. If you will be absent, I expect you to contact me and provide a reason for your absence prior to the start of class. It is the instructor's discretion whether points will be deducted for the absence. If the instructor is NOT notified of an absence, points will be deducted off of your final grade for absences. Three points will be deducted for your first absence, four points for the second absence, five points for the third absence.



**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. 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:** Competency 1 is an essential competency 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.

**Disability accommodation:** Please see the Department of Social Work Handbook Section IV-A for information specific to accommodations for students with disabilities. Students with special learning requirements should alert instructors in order that accommodations can be met. If you have an accommodation, you will need to provide this documentation to your instructor at the first class meeting.

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](mailto:wcenter@uwosh.edu)**  
**[www.english.uwosh.edu/wcenter](http://www.english.uwosh.edu/wcenter)**

### **Academic Integrity Statement**

Academic Integrity is critical to the mission of the University of Wisconsin Oshkosh. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens.

### **Plagiarism Policy:**

Building upon the established base of knowledge and properly attributing the sources of that knowledge are fundamental bedrock principles of scholarship. Academic honesty is a value central to all independent inquiry because all scholarship is built upon what is currently known. The intentional or unintentional passing of other's work as our own erodes the trust that should be an inherent part of scholarly work, destroys the credibility of the author, and damages the integrity of the knowledge building process. It is, therefore, crucial that anyone engaging in scholarly work exercise great care in its preparation and use due diligence in the proper attribution of all sources used.

Academic honesty is expected in all areas of your work. **Plagiarism is a demonstration of academic dishonesty in which students use the work of others as their own.** Demonstrations of plagiarism include the following:

- 1-copying text directly from a source without giving credit to the source;
- 2-copying text directly from one source while crediting it to another source;
- 3-copying text directly from a source yet citing the information as a paraphrase;
- 4-presenting a unique idea from an outside source as your own.

Students must give credit to their source material, in accordance with APA style guidelines. All assignments which include references, should utilize APA formatting, unless otherwise noted by the instructor. In order to ensure that submitted work is free from plagiarism, students are expected to:

- 1-Cite words, phrases and sentences copied directly from an outside source as a direct quote (include quotation marks, page numbers, author, and publication date).
- 2-Cite paraphrases by giving credit to the author.
- 3-As a general rule, anytime you use exact words from a source, you must cite that information as a direct quote. Otherwise, paraphrase what the author has said and provide a reference for it.
- 4-Never submit work in which you have failed to adequately give credit to source materials.
- 5-Consult the APA Manual, the writing lab, or your instructor if you have concerns about how to adequately cite source material.

#### How to Avoid Academic Misconduct

- Know how to cite sources in a paper, lab report or other assignments
- Use the [writing center](#) for help with APA
- Avoid copying and pasting directly into your paper from the internet
- Understand the expectations and limitations when working in groups.
  - For example: is collaboration allowed on the project *and* the written paper, or *only* the project and your written paper should be done alone?
- Utilize other campus resources for assistance
  - [Center for Academic Resources](#)

The University of Wisconsin Oshkosh takes academic misconduct allegations very seriously. Your professor will contact you if they believe you have engaged in academic misconduct and ask you to explain your work. If they still believe you engaged in such an act after meeting with you, they will decide on a sanction, which may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The Dean of Student's Office is informed and will contact the student about their rights.

## **TEACHING STRATEGIES**

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

## **ASSIGNMENTS AND EXPECTATIONS**

### **Field Practicum 60 points**

- Satisfactory completion of the required 210 hours
- **Student Learning Contract (SLC)** : 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 practice behaviors that meet the CSWE competencies for mastering generalist practice identified in the Field Handbook. 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 competencies 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.

**Field Seminar 40 points** 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*.

The class participation portion of your grade will take into consideration the degree of your **active** participation in class discussion and level of engagement in learning that you display. The points for seminar are broken down in the following manner:

**Discussion/Leadership/ Small Group Discussions Expected in Seminar description 5 points**: Students are expected to actively participate in Seminar discussions. Weekly discussions will consist of internship topics, fielding questions from peers, and managing a thoughtful review that promotes an enriched understanding of the material. At times the instructor may pose a topic for discussion. Students will engage in critical analysis about the topic and the depth and quality of the discussion will determine the grade for each student for each discussion.

*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** : 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.

- **Driving Authorization:** The BSW Field manual states: "DRIVING Students are expected to arrange for or provide their own transportation to and from their field education agency. Students are not required to drive their own vehicles to accomplish their work duties for the agency. If the agency requests that they do so, and students are willing to do so, they can voluntarily agree to use their cars to perform their work. However, the Department of Social Work advises students not to transport clients in their private cars. The University insurance does not cover any accidents or liability claims against students who transport clients in their own cars. Student's private automobile insurance is necessary for that coverage. Students who decide to use their own cars to transport clients should make sure they have adequate insurance coverage and should discuss with their agency whether agency insurance covers the use of their car. Appropriate forms for driving in the field must be completed and approved prior to any student using their automobile for any field business in connection with their social work placement. Complete the form found here ([Driver Authorization Management - Parking Services University of Wisconsin Oshkosh \(uwosh.edu\)](#)) It is illegal for a student without a valid driver's license to use a vehicle even if the student fills out the necessary driving forms(s)."
  - Directions in completing the form: In the upper left box, select "Vehicle Use Agreement." A log on page will open. Select "UW" from the drop-down list at the left, then select the "UW Oshkosh" campus and hit "Log On." Use your net ID and password to log in. This will take you to the driver authorization form. Submit birth date, driver's license state, license number and UW campus. For UWDDS code, UF400000 or UF410000 are acceptable. Under driver type, select "student." For Supervisor, please enter the appropriate Field Coordinator: egguma@uwosh.edu, Audra Eggum

**Practice Reflection Assignment/Discussion Posts 15 pt:** This assignment is submitted on a bi-weekly basis. This assignment should demonstrate critical thinking regarding: ***your 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 assessed with the following in mind: critical thinking, integrates critical thinking with experience, minimal integration of processing experience. **Utilize the following format:**

1. Discuss major learning experiences (not tasks) that you have discovered.
2. To which CSWE competency (ies) are your learning experiences linked? Be specific, this aspect of the journal evidence that you understand how your tasks/responsibilities meet the course competencies. (CSWE Competencies are listed in the syllabus, on the CSWE website, and on your student learning contract).
3. Identify a social work practice theory. How is the theory used in your practicum this week?
4. Identify a strength you displayed this past week and identify a challenge you experienced.

**Organizational Analysis 8 pts:** 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 in seminar and submit in written form on the date of the presentation. *An attachment is provided which provides the required areas to be addressed.*

**Organizational Analysis or Group Leader (8 points).** *Due to the size of the seminar class, half of the class will be assigned the Organizational Analysis and the other half will be assigned Group Leader in the Fall Semester. In the subsequent Spring Field II seminar in Spring, students will switch and complete the opposite assignment. The Group Leader description is below.*

**Group Leader:** *Students will facilitate an in-class discussion and demonstration of an assigned or student-led social work topic. Students will be responsible for leading discussions, facilitating a hands-on activity, fielding questions from peers, and managing a thoughtful review that promotes an enriched understanding of the material. This discussion will last a minimum of 20 minutes. Students that engage participants in education, discussion, and critical analysis about the topic and how to apply the knowledge, values and skills in their own Field placements, will receive full points.*

**Best practice proposal question (2 pts):** By December 5, you should have a **brief proposal** of the practice you will be investigating. 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. This question should be related to your field placement and can be related to your research work at your agency. It can be a general question asking what treatment is most effective or what improves or reduces certain variables that are important to investigate with your population.

**Field Specialization Book Assignment 10 Pts:** Students will work with their agency field supervisor to choose a book on field-related content and present to the class. The topic of the book will be in alignment with the type of agency and/or population to further the student's professional development. If the Field site supervisor does not have recommendations, students can consult with their faculty field instructor for options. Students will write a 2-4 page book reflection and informally present and share the material from the book during designated class time on 11/30/2023, 12/07/2023, and 12/14/2023. Rubric for this paper and presentation will be posted on Canvas.

### **SUMMARY OF STUDENT EVALUATION REQUIREMENTS:**

The faculty instructor in consultation with the agency field instructor will assign a final course grade. 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 points of your total

grade and the SLC accounts for 60 points. The field portion is determined by the way 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

**Grading Summary:**

**Field Practicum:**

The Field Practicum requires: an approved SLC, successful completion of practicum, completion of 210 hours demonstrating competency development, adherence to ethical standards (NASW), successful evaluations that evidences professional social work development as outlined by CSWE competencies and practice behavior indicators.

**Seminar:**

Below are the assignments that must be successfully completed as part of the Field Seminar:

<b>Practice Reflections</b>	<b>15</b>
<b>Contribution/Leadership</b>	<b>5</b>
<b>Org Analysis/Leader</b>	<b>8</b>
<b>Field Book Review</b>	<b>10</b>
<b>Best Practice Question</b>	<b><u>2</u></b>
	<b>40 points</b>

**GRADING SCALE:**

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and lower

**SUMMARY OF STUDENT EVALUATION REQUIREMENTS:**

The faculty instructor in consultation with the agency field instructor will assign a final course grade. This evaluation is completed by your Faculty instructor, your Field Supervisor, and a self evaluation. The evaluations are completed electronically. You and your Field Supervisor should review the evaluations together. This evaluation is a guide that can help you grow personally and professionally. **The seminar accounts for 40% of your total grade and the SLC/Field Internship 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

Students will complete SOS evaluation and any other course evaluation forms/materials. This might include a self-evaluation of Practice Behaviors or SWEAP.

## SEMINAR SCHEDULE

Date	Activities	Reading/Assignments
<b>Week 1</b> <b>9/7</b>	Orientation to Applied Generalist Practice: roles, expectations, procedures and assignments (logs, reflections). Beginning discussion of Student Learning Contract (SLC). <b>Driver Authorization Completion</b> <b><a href="https://uwosh.edu/parking/driver-management/">https://uwosh.edu/parking/driver-management/</a></b>	READINGS: Canvas The Purpose of Practicum, School, Agency, School Expectations. <b>Assignment:</b> <i>Letter to Future Self</i> <i>Goal Statement for First Semester</i> <b>Reflection 1</b>
<b>Week 2</b> <b>9/14</b>	Negotiating and Developing the Student Learning Contract with SMART goals Review Field Manual and developing practice behaviors.  Appendix-S-Student-Learning-Contract-BSW-and-Foundation-Revised-EPAS-2022-1 <b>You must download the document, save it and then fill in the information.</b>	READINGS: Canvas Developing a Learning Plan Getting Started <b>Assignment: SLC</b>  <i>Letter to Future Self</i> <i>Goal Statement for First Semester</i> <b>DUE 9/14</b> <b>Reflection 1 DUE 9/14</b>
<b>Week 3</b> <b>9/21</b>	Agency and Community Contexts of Practice	READINGS: Learning from Supervision, Personal Safety <b>Guest Speaker: Career Services (Mock Interviews)</b>  <b>DUE 9/21: Finished draft of your SLC in Canvas</b>
<b>Week 4</b> <b>9/28</b>	Discussion of your professional identity	READINGS: Communication <b>Assignment: Reflection 2</b>
<b>Week 5</b> <b>10/5</b>	Agency Context of Practice	READINGS: Canvas <b>DUE: Final Signed SLC is due</b> <b>Reflection 2 DUE 10/5</b> <b>Discussion Leader</b> <b>Assigned:</b> <b>Organizational Analysis</b>
<b>Week 6</b>	Community Contexts of Practice	<b>Discussion Leader</b>

<b>10/12</b>		<b>Assigned: Organizational Analysis</b>  <b>Assign Reflection 3</b>
<b>Week 7 10/19</b>	<b>MOCK INTERVIEWS</b>	<b>NO CLASS</b>
<b>Week 8 10/26</b>	Professional Social Work and Professional Ethics	Professional Social Work, NASW Code in practice Professional Ethics <b>Reflection 3 DUE 10/26</b>  <b>Discussion Leader Assigned: Organizational Analysis</b>
<b>Week 9 11/2</b>	Diversity and Cultural Competency	Diversity. (Special considerations involving age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation). <b>Guest Speaker- research for Best Practice question</b> <b>Guest Speaker- MSW program</b>
<b>Week 10 11/9</b>	Social Policy Context of Practice	<b>Discussion Leader Assigned: Organizational Analysis</b>  <b>Assign Reflection 4</b>  <b>Sign up for virtual agency visits</b>
<b>Week 11 11/16</b>	Evaluating Student Performance, Merging Self and Profession Check in on SLC goals and understanding progress towards completion	<b>Reflection 4 DUE 11/16</b>  <b>Discussion Leader Assigned: Organizational Analysis</b>
<b>11/23</b>	<b>Thanksgiving</b>	<b>NO Class</b>
<b>Week 12 11/30</b>	<b>DUE: Field Specialization Book Assignment</b>	<i>Complete BSW Field Evaluation for meeting</i>  <b>Assign Reflection 5</b>  <b>Discussion Leader Assigned:</b>



		<b>Organizational Analysis</b>  <b>Field Specialization Book Review DUE 11/30</b> <b>Class discussion 11/30-12/14</b>
<b>Week 13</b> <b>12/7</b>	Best Practice Projects	READINGS: Canvas: Evaluating the Practicum <b>DUE: Best Practice Proposal.</b> <b>Reflection 5 DUE 12/7</b> Be prepared to discuss your question with your peers. <b>Field Specialization Book</b> <b>Class discussion 11/30-12/14</b>
<b>Week 14</b> <b>12/14</b>	Informal wrap-up	<b>Final Evaluations Due</b> <b>Field Specialization Book</b> <b>Class discussion 11/30-12/14</b>

## Developing Your Student Learning Contract & Practice Behaviors

The Council on Social Work Education (CSWE) has identified nine competencies to guide BSW students in developing their social work skills. Each competency contains what is referred to as practice behaviors. The practice behaviors are guidelines to help a student identify specific activities, behaviors, skills, etc., that demonstrate a development and eventual mastery of the competency.

It is the responsibility of the student to develop a Student Learning Contract (SLC). It is the Field Supervisor's role to provide guidance and consultation. **Field Supervisor's do not write the SLC.** The SLC is a description of how you will meet the competencies as specified by CSWE. In the simplest terms, the SLC identifies "what" you will be learning and "how" you will be learning it.

The SLC tasks must be measurable, attainable, and specific (SMART goals will help you design the contract). You will be evaluated at the end of the semester to determine if you are meeting the goals as outlined in your SLC in relation to the CSWE competencies and practice behaviors. The CSWE competencies are posted on Canvas, along with examples of ways to meet the competencies.

Examples of possible tasks include: *follow agency guidelines for documentation, learning and utilizing agency forms, read agency policy manual, shadow supervisor, attend court hearing for client, etc. Make sure to include course assignment in you SLC.*

Your Field Instructor will provide further examples and guidelines to completing the SLC, **BUT** you will want to consult with your agency supervisor regarding specific tasks they are expecting you to complete. It is key that you:

1. *Understand your role*
2. *Understand the responsibilities you must assume*
3. *Understand your agency instructor's role*
4. *Understand your faculty instructor's role*
5. *Understand the meaning of each stated task in the SLC*
6. *Assess your present skill and knowledge level*
7. *Formulate and state realistic learning goals*

## GUIDELINES FOR AGENCY/ORGANIZATIONAL ANALYSIS

Directions: Address the following questions/issues in both your presentation in seminar and in your paper. You will note that almost all of these areas have been or are in the process of being examined as part of your student learning contract. The primary purpose of this assignment is to inform the seminar about your agency and how social work is practiced there. It is a tool to help you identify important aspects of the agency and why you do what you do in the agency.

**(10 points)**

This analysis should also be *listed on your SLC* as evidence of meeting practice behaviors under competency 1,2,3,4. The presentation should be approximately 15-20 minutes including questions and discussion. You will be required to hand in an outline and any power points used. (Spelling, grammar, and punctuation *will* be assessed as part of the grade).

1. Discuss the historical evolution of your agency. How did the agency begin? (Include mission statements and goals of agency). Describe the psychological and physical environment of the agency. Discuss how this might make clients feel. (welcome or unwelcome)
2. Discuss an overview of the agency services.
3. Describe the social worker responsibilities within the agency? Discuss using terminology specific to the role, (ie. Case manager, advocate, educator, mediator, etc.)
4. Address how agency services are interrelated with other agencies in the community.
5. What is the formal and informal organizational structure? How are decisions made?
6. How is the agency funded? (for profit, not for profit, grants, insurance, etc). If grants are used, what information has to be compiled to obtain a grant.
7. Discuss the student role in the agency setting (Do you observe, have a caseload, client assessment, documentation, etc.)?
8. Describe how students are assigned to and involved with clients.
9. How does the agency evaluate its effectiveness? (are there measurements, surveys, best practice research, etc.) Based purely on subjective information, discuss how would you evaluate the agency effectiveness?

**GUIDELINES for GROUP LEADER (8 points)**

Students will facilitate in class discussions of an assigned, or agreed upon, topic that applies to the Social Work competencies and Field experience. Students will be responsible for leading discussions, facilitating an experiential activity, fielding questions from peers, and managing a thoughtful review that promotes an enriched understanding of the material. This discussion will last a minimum of 20 minutes. Students that engage participants in education, discussion, and critical analysis about the topic and how to apply the knowledge, values and skills in their own Field placements, will receive full points.

**GUIDELINES for Field Specialization Book Assignment**

Students will work with their agency field supervisor to choose a book on field-related content and present to the class. The topic of the book will be in alignment with the type of agency and/or population to further the student's professional development. If the Field site supervisor does not have recommendations, students can consult with their faculty field instructor for options. Students will write a 2-4 page book reflection and informally present and share the material from the book during designated class time on **11/30/2023, 12/07/2023, and 12/14/2023**. Rubric for this paper and presentation will be posted on Canvas.

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