

**The University of Georgia School of Social Work  
SOWK 5836: Integrative Seminar I in Generalist Social Work Practice  
BSW Program Field Education**

**Course: SOWK 5836: Integrative Seminar I in Generalist Social Work Practice**

**Credit Hours: 2**

**Co requisite: SOWK 5835**

PLEASE NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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**Course description**

The primary goal of this integrative seminar is to facilitate students to utilize the process of increasing self-awareness and reflection as a tool for practice while attempting to integrate their field experience with their concurrent classes and agency field experiences. The seminar aims to promote the student's professional social work identity and emerging practice competencies at the BSW level while integrating theory with practice.

**Course Objectives**

Students will achieve the following course objectives:

1. Communicate effectively by organizing information clearly in spoken and written form.
2. Develop self awareness and an emerging social work identity in terms of knowledge of own strengths and weaknesses, reactions to authority, conflict and stress, and manage personal values by allowing professional values to guide practice.
3. Demonstrate beginning skills and knowledge in applied psychosocial assessments, collaborative goal setting, intervention, and outcome evaluation.
4. Demonstrate awareness of and control of prejudices, biases, and stereotypes when working with people.
5. Demonstrate abilities to recognize and relate to individual differences in interactions with clients.
6. Develop an awareness of oppression, diversity and issues of injustice as related to client casework.
7. Analyze resources, strengths, and constraints of a client system.
8. Identify strengths, capabilities and evaluate anticipated outcomes .

### **ADA Statement**

In accordance with the *Americans with Disabilities Act* (1990), the University Of Georgia School Of Social Work seeks to provide equal access to individuals with disabilities. Students who have a disability and need specific accommodations and supports to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of the term. To register for services, students may go to Disability Services located in Clark Howell Hall (542-8719, TTY 542-8778, [www.dissvcs.uga.edu](http://www.dissvcs.uga.edu)).

### **Academic Honesty**

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

### **Textbook and Readings**

BSW Field Manual, University of Georgia (2010)

Articles, case studies and other handouts as provided by the instructor.

### **How to Benefit from this Course**

Students benefit from this seminar when they engage in professional self awareness to reflect and build upon their experiences in the field placement setting. As such, having an open mind, maintaining openness to self evaluation and evaluation by others, and intentionally making corrections in professional practice decision making are the best approaches to deriving benefit from this seminar and from your internship. We shall all strive to create and maintain norms which facilitate the growth and development of the professional social work self.

### **Professional Conduct and Confidentiality**

A salient issue for students during practice is respecting the confidentiality of clients, client records, and activities that occur while in field. These can include interactions with agency staff and the student’s field instructor. Consequently, it is expected that students adhere to the NASW Code of Ethics in regards professional and ethical conduct. Students are to respect client and agency confidentiality in their written course assignments by refraining from the use of actual names or identifying information in regard to their clients. Do not make any kinds of references to your field education work on social media.

Although the internship agency is a site for student learning, the clients who receive agency services are bringing real world issues to you as a social work intern. Often, our clients provide us with painful information about themselves or in a vulnerable status. As such, your interactions with them need to adhere to the guidelines of professional practice set out through the NASW code of ethics. Please review the content of the Code of Ethics as you begin your practicum, and especially Section 1.07 (confidentiality) for the purpose of our seminar.

While it is expected that you will share information about your experience at the agency, it is imperative that you become accustomed to disguising case information. In this seminar, it is my expectation that you will not share information about a client in a way that others can easily identify the individual or family. In order to disguise case information, please determine how you can change information about your clients including:

- First and last names in reasonable way. For example, Jane Doe would become Ms. M or Paula Jones.
- Ages. If necessary to understand the situation, for example with children for development understanding, use a descriptor instead of an actual year. For example, a 17 year old would be termed a late adolescent.
- Residence. Never use street names/addresses. If possible, use descriptive information. Residing in Decatur Georgia, for example, would be Metro Atlanta.
- Other characteristics that provide a reasonable possibility of identification. Think about other aspects of your client that would give a “reasonable person” enough information to accurately identify your client.

As BSW level social workers, you are encouraged to consider this issue in a deliberate and prudent manner. That is, when preparing assignments for seminar, considering information that is shared in your field evaluation sessions with me, and asking spontaneous questions or offering comments in seminar, each of you will remember the importance of client confidentiality. In addition, each of you must speak with your field instructor about how client confidentiality will be handled from the agency’s perspective, including how case information from the agency can be shared within the classroom.

As students, however, mistakes will be made on occasion. In situations where confidential information is not sufficiently changed to protect identity, I would expect that all of us will be patient and compassionate with each other. If anyone has a concern about confidentiality being compromised or breached, please come and speak with me about the issue as an initial step in handling the situation.

## **Course Requirements**

*(Please note late assignments will not be accepted. If a student believes they may need additional time to complete an assignment on time, please discuss such with the instructor.)*

### **1. Attendance and Participation**

Because this seminar is designed as an interactive learning arena, it is critically important that students not only attend, but also participate. Students are allowed one unexcused absence without any point deductions. Unexcused absences beyond one will result in a 5 point deduction from the total earned points. Students must inform the instructor of any absence as soon as possible. Often arriving late to class and/or leaving class early can incur point deductions as determined by the instructor.

### **2. Preparation for Field Internship. 10 points.**

A Worksheet of Preparation for Field Education Internship

### Instructions

This assignment needs to be completed and turned in to the seminar instructor no later than the third week into the semester. The purpose of this assignment is to focus the student on key items needing attention as a way to assist the student in entering the agency and in setting clear expectations. The ultimate aim is to foster student achievement and self efficacy in experiential learning, given the long-term developmental importance of good first-starts.

Please type your responses and you may wish to get to the point quickly in your writing. You will need to consult with your field instructor.

1. What will be your primary duties while a student intern?
2. When and how often will you meet with your supervisor?
3. How does your supervisor want you to prepare for supervision?
4. Who will be your “back up supervisor” in the event your supervisor is not available?
5. What will be your usual schedule?
6. What are the policies and procedures regarding client confidentiality at your agency?
7. What are the policies and procedures related to client safety?
8. What risk assessments have you made regarding safety at the agency?
9. What is the expected dress code at the agency?
10. What is required of you in regards to documentation?
11. What skill set do you need to practice at your agency?
12. Are you required to tell clients and other professionals that you are in the role of BSW student intern? Please explain.
13. Identify several resources you will need to draw upon to increase your skill set, knowledge, and practice methods in serving your clients. Such resources can be journal articles, skill development, consultations, etc.
14. What kinds of orientation are you receiving at your agency? Do you need additional orientation? Please explain and describe
15. Lastly, check out on the BSW Field Education web site “Field Problems and Resources: FAQ’s” at <http://ssw.uga.edu:8091/plone/current-students/field-education/bsw-field-program/field-problems-and-resources-faqs>. Please read all of the content as the questions are from the student voice. Then, please write one paragraph on the most helpful pieces of those FAQ’s for you.

**3. Transitioning from a student in the liberal arts into a student in the profession of social work. 15 points.**

This is a written assignment which should conform to APA Manual Style. The length of this paper should be around four to six pages. The purpose of this assignment is to facilitate the student engagement into experiential learning and reflexive learning, which are the core pedagogies in field education aimed at socializing the student into the social work profession. Please respond in writing to the following three items.

- a. Given your experiences in your field placement so far, describe with some detail what you regard as the major differences in how you are learning contrasted to your usual learning in a sit-down campus course. What are you “learning” about how you learn now?
- b. How does it feel to you to not know what to do and say all the time in your field placement? How are you handling the ambiguities and uncertainties that you face in your internship practice?
- c. Identify and discuss a few attributes you carry inside you as a student in the liberal arts which will enhance your learning in your field education. Identify and discuss three attributes in learning which you believe you will need to develop as completely new to you which will facilitate your development as a generalist social worker.

**4. Process Recording. 30 points.** (Please see this template in Word on the BSW Field Education website.)

The major purposes of process recording are the following:

- a) To structure thinking about professional practice—whether clinical, community organization, group work, or social administration.
- b) To begin to conceptualize what happens in the transactions between the social work and the client systems.
- c) To heighten your awareness of yourself in action and as part of the transaction.
- d) To separate facts from judgments.

Outlined below is a description of the assignment which should be followed exactly.

**Process Recording**

*Instructions*

This assignment entails having a substantive interview with a client. There are three parts to the process recording: pre interview, the actual verbatim interview, and post interview analysis. Please type your work. After you have completed all three parts, please give a copy of your process recording to your field instructor to make comments on the field instructor field portion of the actual Verbatim Interview template. Once that is completed, please give the assignment to you seminar instructor for their comments and final evaluation.

### Part I Pre Interview

- a. Describe the purpose and goals of the interview.
- b. Provide non identifying information regarding the client such as non identifying name, age, presenting problems or concerns.
- c. Describe how you prepared for the interview.
- d. Describe what you believe the client is expecting from the interview.

### Part II The Verbatim Interview

Type your work in the process Recording Template, which has several fields. Please see below. You will the cut and paste the template onto your original work.

- a. Use a verbatim kind of transcript to reflect accurately the continual dialogue between you and the client.
- b. Identify the Skill(s) and the Rationale(s) you used for each time you spoke with the client.
- c. Provide your own Process Reflections regarding the interaction (s) between you and the client. Pay close attention to your subjective state, how you and the client are experiencing each other, and any other observations.

### Part III Post Interview Analysis

- a. Analyze your interview indicating your strengths and weaknesses in the interview. Indicate portions of the interview where you believe you could have made other responses which would have facilitated the process and content of the interview.
- B. What changes will you make in your interviewing style the next time you meet with the client

Please see a sample process recording in the reading packet.

<b>Dialogue between social worker intern and client. I= intern &amp; C= client</b>	<b>Skills Used and the Rationale</b>	<b>Process Reflections</b>	<b>Field Instructor Comments</b>

#### 4. Case Presentation. 35 points. Due as arranged and scheduled.

Each student will present a case they are actively servicing. The presentation should last about 35 minutes, which includes time for group consultation and discussion. Additional information will be given during class.

##### Outline for Case Presentation

The purpose of this exercise is to allow the student an opportunity to practice professional social work presentations among their peers. This exercise will also give the student an opportunity to receive feedback about their assessment and service plan for their client. The total presentation should be 30 minutes (including discussion). The instructor will facilitate the discussion and when needed will prompt the presenter.

Pre planning: make certain that what you present is relevant, organized, and that you do not become stuck on details and minutia. Helpful hint: stay organized and do not worry that you have to anticipate answering millions of questions from classmates; the amount of information, the depth of client engagement, the purpose of the agency and the continuity with the client will influence your case presentation...don't worry about this as agencies vary on how well they must know their client to serve the client effectively. What counts is that you are comprehensive, professional, and clear. Please follow the below outline precisely.

- A. Formulate three specific questions, issues or help you will need from the class.  
Present these questions at the beginning of the case presentation. We will discuss this as a team of peer professionals at the end.
- B. Present non-identifying data about the client and or system. Use a genogram or ecomap if you believe this will be helpful. The class may ask questions to clarify anything after this piece is presented. Otherwise, questions should only be asked after the student has completed their presentation. This allows the presenter to have continuity and stay on task.
- C. Describe the presenting problem and or need(s).
- D. Provide a brief past history relevant to the presenting problem and or need. You may provide a handout of a genogram and /or ecomap.
- E. Provide a long-term history, if indicated.
- F. Present your psychosocial assessment of the client...be comprehensive. Link two theories of human behavior and social environment which apply to the case. (major piece)
- G. Present your service plan; include goals and means to achieve the goals and also how you will measure attainment of goals. (major piece).
- H. Speculate about any barriers which may interfere with effective service plan outcomes and describe the client worker relationship.
- I. Describe what it is like for you to be working with this client. Pay attention to the feelings you have about the client and your sense of competency.
- J. Address three psychosocial theories which help describe and guide your practice with your case.

### 5. Monthly Learning Chronology. 2.5 each for a total of 10 points

(Template is also on BSW Field Web Page.) Additionally, each student will be required to present, for discussion purposes, to the class for one time, one item in their Learning Chronology. This presentation counts as 2.5 points. The written assignment is due the first Friday in the months of September, October, and November. This document is on the BSW Field Education website as a Word Document:

[http://ssw.uga.edu/academics/field/bsw\\_field\\_forms.html](http://ssw.uga.edu/academics/field/bsw_field_forms.html)

### **BSW Field Education Monthly Learning Chronology: University of Georgia School of Social Work**

Student \_\_\_\_\_

Month \_\_\_\_\_

Agency \_\_\_\_\_

Field Instructor \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Main Activities	Main Learning Challenges	Lessons Learned	Skills Used	Self-Awareness & Reflection
1. Ex: going on a home visit.  <b><i>(Students should document actual activities that occur; what can be observed)</i></b>	Ex: During the home visit, the client was particularly chit-chatty, and as a result, it was a challenge to gather the necessary information in a timely fashion.  <b><i>(Students should describe the main challenges related to the activities described)</i></b>	Ex: I need to focus more on leading with more direct questions and pointedly guiding the conversation more effectively.  <b><i>(Students should utilize "I" statements; focus on the their personal growth and development as it relates to what happened and the challenges experienced)</i></b>	Ex: open-ended questions, focusing.  <b><i>(Students should reflect upon what skills were utilized during the events recalled)</i></b>	Ex: During the visit, I felt overwhelmed but was able to incorporate social work skills and assist the client as needed.  <b><i>(Student should focus on how their personal self and feelings informed professional responses and practice behavior. If needed, student may use additional paper/ space for this column)</i></b>

## Evaluation of the Assignments

Preparation for Field Internship	10
Transitioning Paper	15
Process Recording	30
Case Presentation	35
Learning Chronologies	10

Taking the numerical score from the formula above and converting it to the appropriate letter grade from the chart determines the student's letter grading for the course.

<b>Letter Grade</b>	<b>Numerical Score</b>
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	73-76%
C-	70-72%
D	65-69%
F	64 & below
I	Incomplete

## Weekly Schedule

Note: The readings are in a reading packet which will be sent via email or in hardcopy.)

(Please note ample time will be given during each class for open sharing. Mini lectures and directed discussions will follow the case presentations. Please consult the concurrent course syllabus (SOWK 5835) for due dates on that syllabus.

***Listed below are topics the weekly topics and assignments.***

1. Introductions, presentation of syllabus. Preparation: establishing learning goals, reviewing Safety, ways of entering the agency. Reports about first days at agency.
  
2. Continued emphasis on preparation: BSW Field Manual, review of Service Learning Plans, Professional ethics and initial responses to the practicum. Discuss any concerns regarding safety preparations.  
Discuss the “A Worksheet of Preparation for Field Education Internship” assignment.  
*Read: “Getting Started”*
  
3. Establishing the supervisory relationship and making the most of supervision. Agency policies and procedures.  
*Due: Learning Chronology*  
*Presentation of a Learning Chronology*  
*Read: “Teamwork: You and Your Supervisor”*
  
4. The student’s relationship with the agency and other professionals.  
Read, “Finding Your Place in the Agency.” Discuss Learning Chronology.  
*Due: Preparation for the Field Internship Worksheet*  
*Presentation of a Learning Chronology*
  
5. Orientation to conceptualizing cases. Reflections on interviewing. Personal and Professional responses to clients and the agency. Introduction to process recordings.  
*Read “Sample Process Recording”*  
*Due: Paper on Transitioning*  
*Presentation of a Learning Chronology*
  
6. Case Presentations. Preparing for the Mid Term Evaluation.  
*Presentation of a Learning Chronology*
  
7. Case presentations. Discussion of professional boundaries.  
*Due: Learning Chronology*  
*Presentation of a Learning Chronology*

*Read: Boundaries: The Invisible Line of Trust*

8. Case presentations

*Presentation of a Learning Chronology*

9. Case presentations. Applying professional ethics.

*Presentation of a Learning Chronology*

10. Case presentations. Discuss how it is to work with others different than I.

*Presentation of a Learning Chronology*

11. Case presentations. Assessing supervision.

*Presentation of a Learning Chronology*

*Due: Learning Chronology*

12. Case presentations. Discuss integrating theory and field practice.

*Due: Process Recording*

*Presentation of a Learning Chronology*

13. Case presentations. Brief discussion on preparing a self care plan for January 2016.

Discussion on preparing for the end of the semester evaluation.

14. Case Presentations. Discussion on preparing for the end of the semester evaluation.

15. Case Presentations (if indicated)

Semester wrap up. Identifying personal strengths and growth in the development of generalist social work practice. Discuss Learning Chronology and establishing learning goals for the spring semester.

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