

**The University of Georgia School of Social Work
BSW Program Field Education
SOWK 5846: Integrative Seminar II in Generalist Social Work Practice**

**Co-requisite: SOWK 5845, Pre-requisite: SOWK 5836 & SOWK 5835
Credit Hours: 2**

Nature of the Course

The primary goal of this second integrative seminar is fostering students to utilize the process of increasing self-awareness and reflection as a tool for practice while attempting to integrate content with their concurrent classes with agency field experiences. This seminar aims to promote and to increase the student's professional social work identity and emerging practice competencies at the BSW level while integrating theory with practice. Emphasis will be placed on achieving a more complex integration of theory with practice and on critical evaluation of practice. The student earns two hours credit by successfully completing course requirements in the weekly one hour and fifteen minutes seminar.

Course Objectives

Students will achieve course objectives through addressing the following:

1. Understand the functions and system dynamics of the placement agency in a way that allows for assessing the effectiveness in providing service, the climate as a work place, and sustainability of the agency.
2. Accurately plan an intervention process with a client system, implement that process, and evaluate and analyze subsequent effectiveness using data gathered and theoretical knowledge to make conclusions, predictions, and recommendations.
3. Demonstrate awareness of prejudices, biases, and stereotypes and to control for these in interactions with people.
4. Demonstrate an understanding and brief analysis of the impact of policy on practice and clients and identify ways to advocate for policy changes aimed at promoting social well being.
5. Continue to demonstrate behaviors reflective of a professional role in social work.
6. Demonstrate abilities to achieve higher levels of integration of theory to practice allowing for greater appreciation of the contributions of practice based evidence and evidenced based practice.

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).

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 (2015)

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

RESPECTING CONFIDENTIALITY IN WRITTEN COURSE ASSIGNMENTS

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, agency, and agency staff member or field instructor. Rather, students are to utilize non-identifying descriptors when referring to a client, staff member, field instructor or agency.

Policies, Expectations, and Course Requirements

1. Participation, Attendance, and Learning Chronology

Participation includes thoughtful questions appropriate contributions, professional dialogue, and completion of monthly Learning Chronologies. A copy is attached to this syllabus. Students will need to discuss at least *two items* under each of the columns in the Learning Chronology form. They are due the first Wednesday of February, March, and April. *Each student will be required to discuss one item from their learning chronology as a way to promote class discussion each month.* Due to this class being conducted as a seminar, attendance will be taken and is necessary. Plan to attend all classes and to arrive on time, attendance will be taken at the beginning of class. Students who arrive after attendance is taken will not be counted in the daily roll. Please note that more than one absence (excused or unexcused) can result in the decrease of the student’s final letter grade for the course by one whole letter. Each subsequent two absences will again reflect an additional decrease in the student’s final letter grade for the course.

Doctor’s notes will be accepted to excuse absences; however, dates must match dates absent from class and student must make-up any class material. Any other absences that reflect a student crisis such as emergencies etc. need to be verified through the Office of Student Affairs, Dr. Alan Campbell (Assistant Vice President for Student Affairs) or Ms. Linda Edge (in the Office of Student Affairs - 201 Holmes-Hunter Academic Building; 542-3564) **before** absences are deemed excused. In addition, students will be excused for religious holidays; however, it is imperative that the student

notify the instructor in advance, in writing (e-mail is acceptable) of this absence.

2. Agency Analysis: Due as scheduled

Each student will give an oral presentation according to the outline below. (Please note for field agencies which have multiple students, the seminar instructor will prescribe to each students which pieces of the Agency Analysis they will cover at a depth greater than if the student were the only student at the agency. Each presentation should be 25 minutes in length (concentrate mostly on III through VI). The presentation will include:

- I. Agency Information
 - Title
 - Location(s)
- II. General Description
 - Mission and purpose
 - Key services provided by the agency
 - Are the services grounded in evidence based practice?
- III. Organizational Structure and Funding
 - An overview of organizational structure
 - Sources of funding
 - Funding constraints and the impact on services
- IV. Agency and Community Settings
 - The constituents of the agency (e.g. key stake holders, collaborative partners)
 - Access and barriers to service
- V. Role and Position of the Social Worker
 - The role of the social worker and required skills set
 - Social work tasks
 - Barriers to social work services (internal and external)
 - Client advocacy opportunities
- VI. Evaluation and Accreditations
 - The national, state, or local accreditation bodies the agency adheres
 - Three major client outcomes the agency espouses
 - Measurement and evaluation processes

3. Advocacy Presentation: Due as scheduled

Introduction

Advocacy is an essential skill for all social workers to help advance social and economic justice for our clients and social service programs. Advocating occurs at both micro and macro levels with the aim of eliminating or decreasing barriers for opportunities and the aim of creating opportunities for marginalized and oppressed people. Advocating can be viewed on a continuum from can be helping a client secure needed services or goods, changing agency policies, to changing local, regional or national policies. Advocating can take the form of speaking with others on behalf of a client in a collaborative empowering process to exercising political or organizational influence or through community organizing.

Instructions

Students will select an advocacy they did for a client or on behalf of clients or students may select an advocacy process they may wish to impellent in the future at their agency or on behalf of their

agency’s clients and programs. Students will need to have their advocacy topic approved by the instructor. Please follow the directions as outlined below.

1. Prepare a 20-25 minute presentation about your advocacy.
2. Include a description of your advocacy efforts, the collaborative partners, as well as your rationale.
3. Describe the advocacy process and the achieved outcome and or the intended outcome or unintended outcome.
4. Analyze and describe any barriers to implementing your advocacy.
5. Provide two critical thinking kinds of questions as a basis for class discussion.

4. Professional Self Care workshop an Assignment

This assignment will prepare the student for identification of unhelpful habits and then establishing helpful strategies in dealing with stressors associated with the practice of social work. We will make the differentiation between routine self care and professional self care. We will read materials, engage in class discussion, and finally the student will write a paper describing their professional self care. Details and specifics about the workshop and assignment will be given later. The end product will be a written paper on the student’s professional self care plan and strategies.

Due Dates and Numerical Grade Computation for Course Requirements:

	COURSE REQUIREMENTS	DUE DATE	POINTS
1.	Participation & Field Learning Chronology	Chronology due first Wednesday of February, March, April	10 4 for Participation 6 for Chronology
2.	Agency Analysis	Weeks 4-8	40
3.	Advocacy Presentation	Weeks 8-12	25
4.	Self Care Paper	TBA	25

Grading

Letter Grade	Numerical Score
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

Calendar of Assignments and Class Schedule

(During each class the instructor will also provide a mini lecture on selected topics. There will be ample time during each class allotted to student discussion about their relevant practice experiences within their field agencies. Students will present one important item from their learning chronology. monthly.)

1. Syllabus presentation
 - Re-connecting
 - Review of Spring Semester Field Education Learning Plan
2. Topic: Increasing self reflexive and critical thinking
 - Presentations: Ongoing monthly learning chronology
3. Topic: Preparation for agency assignment.
 - Discussion: What perspectives and assumptions have changed since last semester concerning social work ethics and professionalism?
4. Can Begin Agency Presentation if any student is prepared
5. Agency Presentations
 - Due: Learning Chronology
6. Self Care Workshop
7. Agency Presentations
8. Agency Presentations
- 9 Advocacy or Agency Presentations
 - Due: Learning Chronology
10. Advocacy or Agency Presentations
11. Advocacy or Agency Presentations
12. Topic: Preparing for leaving.
 - Advocacy Presentations
 - Due: Learning Chronology
13. Advocacy Presentations
14. Advocacy Presentations
15. Wrap Up

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

**Student
Month**

**Agency
Faculty Liaison**

Field Instructor

Main Activities	Main Learning That Happened	Main Learning Challenges	Lessons Learned	Skills Used

Note (*). Write your main learning activities and pass them along monthly to your Seminar Instructor preferably on-line using the above form.

