CLASS NAME: INTRODUCTION TO THE PROFESSION AND
FOUNDATION PRACTICUM & SEMINAR
SOWK 7115
3 Semester Credits

The University of Georgia
School of Social Work
Athens, Georgia

Fall Semester 2018

Instructor: **Office Hours:**
Location: **Office Info:**
Class time: **Email:**

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

We are committed to addressing **power** and **oppression** in society in order to promote **social justice** by using **evidence informed practice** and **advocacy** tools and the celebration of **diversity**. This philosophy, under the acronym, **PrOSEAD**, acknowledges that engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities requires an understanding of the historical and contemporary interrelationships in the distribution, exercise, and access to power and resources for different populations. Our role is to promote the well-being of these populations using the best and most appropriate tools across the micro, mezzo or macro levels of social work practice. In short, our values include a commitment to:

Addressing	Power and
	Oppression,
Promoting	Social justice,
Using	Evidence-informed practice and
	Advocacy, and
Celebrating	Diversity

COURSE DESCRIPTION

This course provides a combination of classroom and field experiences focused on the development and application of generalist practice skills. In the classroom during the first 6 weeks of the semester, students acquire knowledge of interviewing skills, social work values and ethics, professional relationships, writing and documentation, interprofessional settings, agency and public welfare policies, the Code of Ethics of the National Association of Social Workers, and the problem solving process. Emphasis is given to professional attributes and skills that are applied in an approved field site (i.e., self-awareness, verbal and written communication skills, rapport building skills, assessment of client strengths and needs, organizational skills, and social work ethics and values). Students complete 72 hours of experiential learning (8 hours per week for the final 9 weeks of the semester) in a field education agency site.

SOCIAL WORK COMPETENCIES AND BEHAVIORS

I. **Demonstrate Ethical and Professional Behavior**
   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. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
   d. Use technology ethically and appropriately to facilitate practice outcomes
   e. Use supervision and consultation to guide professional judgment and behavior.

II. **Engage Diversity and Difference in Practice**
   a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
   b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
   c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

III. **Advance Human Rights and Social, Economic, and Environmental Justice**
   a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
   b. Engage in practices that advance social, economic, and environmental justice

IV. **Engage in Practice-informed Research and Research-informed Practice**
   a. Use practice experience and theory to inform scientific inquiry and research
   b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   c. Use and translate research evidence to inform and improve practice, policy, and service delivery

V. **Engage in Policy Practice**
   a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
   b. Assess how social welfare and economic policies impact the delivery of and access to social services
   c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

VI. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
   b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

VII. **Assess Individuals, Families, Groups, Organizations, and Communities**

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

VIII. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
e. Facilitate effective transitions and endings that advance mutually agreed-on goals

IX. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
a. Select and use appropriate methods for evaluation of outcomes
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

OBJECTIVES

1. Demonstrate professional and ethical behavior in a social service agency (I.b; I.c; I.e, II.c).

2. Demonstrate understanding of a variety of social work roles associated with generalist practice (I.c; III.a; V.a).

3. Demonstrate effective communication skills with clients and colleagues (II.a; VI.b).

4. Develop self-awareness including managing personal bias, striving toward cultural humility, identifying strengths and areas for improvement, reconciling personal and professional values, and identifying the impact of personal experiences with privilege, power and oppression on development as a professional social worker (I.b; II.c).

5. Apply person-in-environment perspective to conceptualize needs of clients with an emphasis on external conditions that undermine social and economic justice (II.a; IIc; III.a; V.a; V.b; VI.a).

6. Describe the impact of federal and state policies upon clients served by the student's field site (V.a; V.b).

PREREQUISITE

This course may be taken concurrently or following Direct Practice with Individuals and Families (SOWK 7114, formerly SOWK 6033).

REQUIRED READINGS

Hepworth, D.H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Boston, MA: Cengage. ISBN-10: 1305633806 ISBN-13: 9781305633803

National Association of Social Workers. (2018). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.

University of Georgia School of Social Work. (2018, August 1*) MSW Field Manual*. Retrieved from http://ssw.uga.edu/academics/field/msw_field_resources.html

Additional readings will be provided by the instructor.

COURSE FORMAT

Small seminar (10-12) students, discussion, lecture, experiential learning at field site.

COURSE POLICIES

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 support to facilitate full inclusion in 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 contact the Disability Resource Center located in Clark Howell Hall (706-542-8719, TTY 706-542-8778, https://drc.uga.edu/).

Academic Honesty:

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at:
https://honesty.uga.edu/Academic-Honesty-Policy/
Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Ethics and Confidentiality:

The NASW *Code of Ethics* is intended to serve as a guide for the everyday professional conduct of social workers. You are expected to be familiar with its contents. The *Code* is online at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Non-Discrimination Statement:

The University's Non-Discrimination policy reads as follows:

"The University of Georgia ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University." (https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy).

ATTENDANCE AND PARTICIPATION

Due to the nature of this course and its focus on experiential learning, attendance for all class sessions and scheduled practicum days is expected. Engaged participation in class and field are required. Learning in this course bridges social work theory and skills with the world of practice. Learning is interconnected and maximized when everyone participates fully in field placement along with graduate level reflection and discourse. Students should be prepared to engage in synthesis and analysis of readings along with reflection and discussion of field work practice behaviors.

If a student must miss class, they are responsible for contacting the instructor prior to class and must still turn in all work on time unless other arrangements are made with the instructor. Assignments are due at the beginning of the class session when the assignment is due. Late work will be accepted for half-credit up to one week late; work later than one week will NOT be accepted.

Students are required to complete 8 hours per week with their assigned field practicum agency beginning week #7 through week #15 of fall semester (72 hours total). If a student must miss practicum, they are responsible for contacting their field instructor or designated agency contact. All missed hours must be made up. Field Education policies and procedures are available in the Field Manual which can be accessed at http://ssw.uga.edu/academics/field/msw_field_resources.html

Failing to complete the requisite number of practicum hours and/or being absent from class will impact one's course grade. In extreme instances, this will result in assigning the grade of "F" for the course. **Attendance and participation in this course are worth 25 points.** There is no provision for extra credit in this course. MSW students must earn a minimum grade of B or better in SOWK 7115 to advance to SOWK 7125.

<h1 style="text-align:center">COURSE ASSIGNMENTS</h1>

Social Identity Assignment (20 points)

Students will complete a personal social identity wheel and write a corresponding paper. The purpose of this assignment is to consider the identities that are most important or salient and those that are less important but are still part of one's identity. This assignment requires students to reflect on their identities by considering how the world around them influences what identities are most salient along with considering the implications for cultural humility given their personal identities. https://www.mcgill.ca/engage/files/engage/social-identity-wheel-handout.pdf

The length of this paper should be five to six pages and should be accompanied by a completed social identity wheel. Please follow APA Style Guidelines (6th Edition) as you discuss the following items.

    a. Identities you think about most often.
    b. Identities you think about least often.
    c. Your own identities you would like to learn more about.
    d. Identities that have the strongest effect on how you see yourself as a person
    e. Other identities (that you don't hold) that you would like to learn more about.
    f. The role of cultural humility in your practice with clients who hold identities different from yours.

Transition Paper (20 points)

This assignment requires students to think critically about their transition into to the profession of social work. The purpose of this assignment is to facilitate 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. There are unique differences between learning in a classroom context and the experiential learning that occurs in field settings. Field work challenges students to heighten their awareness of personal and professional values in a real world context.

The length of this paper should be five to six pages. Please follow APA Style Guidelines (6th Edition). Your paper should discuss the following:

    a. Given your experiences in your field placement so far, describe what you regard as the major differences in how you are learning in the field contrasted to your usual learning in a classroom course. What are you "learning" about how you learn now?
    b. How are you handling the ambiguities and uncertainties that you face in your internship practice?
    c. Address the difference between personal values and professional values.
    d. Identify a situation encountered in practicum that has served to illuminate the distinction between personal and professional values. How are you managing that?
    e. Identify attributes, approaches, perspectives, and/or ways of being that you have adopted that will enhance your learning in field.

f. Identify attributes, approaches, perspectives and/or ways of being that do not serve you well in social work practice. How will you manage that during your field experience and beyond?
g. Identify and discuss your preliminary plan for how you will develop as a generalist social worker during your generalist practicum experience?

Agency Presentation (20 points)

Each student will give an oral presentation that describes the structure and functioning of the student's practicum site including type of agency, mission and values, funding, population served and services, the role of the social worker, etc.

Students should use the outline below as a presentation content guide. 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 should include:

I.   Agency Information
   a. Title
   b. Location(s)
II. General Description
   a. Mission and purpose
   b. Key services provided by the agency
   c. Are the services grounded in evidence based practice?
III. Organizational Structure and Funding
   a. An overview of organizational structure
   b. Sources of funding
   c. Funding constraints and the impact on services
IV. Agency and Community Settings
   a. Description of the agency culture
   b. The constituents of the agency (e.g. key stake holders, collaborative partners)
   c. Access and barriers to service
V.   Role and Position of the Social Worker
   a. The role of the social worker and required skills set
   b. Social work tasks
   c. Barriers to social work services (internal and external)
   d. Client advocacy opportunities
VI. Evaluation and Accreditations
   a. The national, state, or local accreditation bodies the agency adheres
   b. Three major client outcomes the agency espouses
   c. Measurement and evaluation processes
VII. Agency Vision for the Future
   a. How do current trends and realities impact the work of the agency?
   b. How is the agency adapting to an ever evolving environment?
   c. What are the agency's strategic plans and goals?

Learning Plan (15 points)

This assignment requires students to develop a plan for demonstrating generalist competencies through their behaviors. Students identify specific tasks/learning experience and specify how their performance will be evaluated in the field setting. The SOWK 7115 Generalist Practicum Learning Plan template can be found online at:
http://ssw.uga.edu/academics/field/msw_field_resources.html

The learning plan is developed jointly by the student and the field instructor during the first few weeks of the field placement. The intent of the plan is to articulate how the student will demonstrate practice behaviors related to each of the ten competencies specified by the Council on Social Work Education. The assigned tasks/activities should be developed by addressing both the student's learning needs/interests and the needs of the agency. A single activity may cover multiple practice behaviors and competencies. The student should be presented with opportunities to demonstrate the practice behaviors specified for each competency.

As the student completes assigned tasks, the student should receive regular feedback. Methods for evaluating the student's performance are developed by both the field instructor and the student and should include self-assessment tools.

As the student gains experience in the field setting and as the student's interests and learning needs change, this plan may be modified. Any substantive changes should be documented by the field instructor and shared with the faculty field liaison. Following completion by the student and the field instructor, this learning plan should be submitted to the faculty field liaison for approval on or before the date specified in the SOWK 7115 syllabus. Students should maintain a copy of the plan and provide a copy for the field instructor.

Submission of End of Semester Field Education Documents

Each student is responsible for submitting the following documents to their faculty liaison at the end of the semester.
- Generalist Field Fall Semester Evaluation of Student (completed by the Field Instructor and signed by Field Instructor, student and Faculty Liaison)
- Time Sheet (signed by field instructor reflecting completed hours requirement of 72 hours)
- Learning Plan (if revisions or updates were made)

COURSE SCHEDULE

Week	Topics Covered
1	Introductions Overview of course and review of syllabus What is Social Work? - Social work domain and philosophy
2	Readings: Hepworth – Ch. 1 & 2. Arendt 2014 (Handout); Arendt, 2018 (Handout). Birkenmaier & Berg-Weger, 2001 (Handout). Royse, Dhooper, & Badger – Pg. 44-51. (Handout). CSWE Generalist-level competencies and behaviors (SOWK 7115 syllabus pg. 2-3). What is generalist social work practice? Professional Behavior & Communication Preparing for Practicum Interview Guests: Brittany Smith, Senior Career Consultant Field Instructor Panel
3	Readings: Hepworth – Ch. 4. NASW Code of Ethics. Values in Social Work Social Work Code of Ethics Social Work Roles Confidentiality of Records Responsibility as Mandated Reporters Social Media Savvy
4	Readings: Hepworth – Ch. 3, 5, & 7. The Helping Process Communicating with empathy, warmth, and authenticity Eliminating counterproductive communication patterns Gwinnett Sections Guest: Zoe Johnson, Field Director
5	Readings: Hepworth – Ch. 6. Verbal following, exploring, and focusing skills Question, Persuade, and Refer (QPR) Gatekeeper Training for Suicide Prevention (Confirmation Pending)
6	Readings: Royse, Dhooper, & Badger – Ch. 4. (Handout). MSW Field Manual. http://ssw.uga.edu/academics/field/msw_field_resources.html http://www.socialwork.career/2012/01/social-worker-safety-1-of-2.html http://www.socialwork.career/2012/01/safety-tips-for-social-workers-2-of-2.html https://msw.usc.edu/mswusc-blog/safety-tips-for-social-work-field-placements/ Preparing to Learn in Field Safety in Field In Class Listening: Snap Judgment Podcast – "Confessions of a Baby Snatcher" By: Katie Leavitt

	http://snapjudgement.org/confessions-of-a-baby-snatcher
7	Readings: Marlowe, Appleton, Chinnery, & Van Stratum (Handout). Readings for Diversity and Social Justice (Handout). Hepworth – Ch. 17. Social Identities Integrating Personal and Professional Selves Empathy Getting Started in Field **Generalist placement starts this week**
8	Readings: Hepworth – pg. 410-420 Case Management Trauma-informed care Confidentiality & Agency Policies Developing a Learning Plan Discussion of Field Experiences **Social Identify Wheel Due**
9	Professionalism Discussion of Field Experiences
10	Maximizing Supervision in Field True Colors (unconfirmed) **Transition Paper Due**
11	Agency Presentations Discussion of Field Experiences **Learning Plan Due**
12	Agency Presentations Discussion of Field Experiences
13	Agency Presentations Discussion of Field Experiences
14	Discussion of Field Experiences Review of Learning Plans
15	Wrap up for semester Looking back and looking forward **End of Semester Documents Due**

COURSE GRADES

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

MSW students must earn a minimum grade of B or better in SOWK 7115 to advance to SOWK 7125.

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