

Spring 2017

## SOW 4510 Integrative Seminar

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UNIVERSITY OF SOUTH FLORIDA  
COLLEGE OF BEHAVIORAL AND COMMUNITY SCIENCES  
SCHOOL OF SOCIAL WORK

**Integrative Seminar/Field Placement  
SOW 4510**

**ENTER SEMESTER  
SYLLABUS  
9 Credits**

**INSTRUCTOR:**Type in Instructor Name Here  
**PHONE:**Office Phone #  
**OFFICE HOURS:**Give Office Hours  
**CLASS HOURS:** Give Times When Class Meets

**OFFICE LOCATION:**Type Office #  
**EMAIL:**Type Email Address  
**CLASSROOM:**Give Classroom #

**NATURE OF COURSE**

The field seminar course is designed to offer a structured environment in which to integrate academic course work with the field placement. The course complements the field placement by delivering and integrating the knowledge, skills, and values necessary for beginning generalist practice. The structure and assignments facilitate the synthesis of theory, research, policy, and practice plus encourage exploration of the profession's ethics as they relate to actual social work practice. The student is encouraged to attend to and develop professional roles, boundaries, and professional demeanor through the completion of assignments, class discussion, and the field practicum. Finally, the student is guided toward independent, life-long learning and growth as they prepare for social work employment or graduate school.

**RATIONALE**

The course is the only field practicum seminar in the BSW program and thus entails a 6 credit hour practicum with a 3 credit hour seminar. It will assist students to develop professionally by supporting their learning from their field placement. Pre-requisites are SOW 3101, 3102, 3210, 3303, 3401, 4233, 4341 and 4343.

## THEORETICAL PERSPECTIVE

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF's social work curricula are found in both explanatory theories (e.g., *ecosystems theory*) and change theories (e.g., psychodynamic and cognitive behavioral theories), *operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.*

*Ecosystems theory* reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The *strengths perspective* emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples' personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The *empowerment perspective* supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The *capacity building perspective* reinforces the social work profession's mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. *Evidence-based practice* entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

## COURSE OBJECTIVES

1. Advocate for client access to the services of social work.  
Measurement: Mid and Final Field Evaluation; Integrative paper
2. Attend to professional roles and boundaries.  
Measurement: Mid and Final Field Evaluation
3. Demonstrate professional demeanor in behavior, appearance, and communication.  
Measurement: Mid and Final Field Evaluation; Practice setting analysis
4. Use supervision and consultation.  
Measurement: Mid and Final Field Evaluation
5. Tolerate ambiguity in resolving ethical conflicts.  
Measurement: Mid and Final Field Evaluation; Ethical issue analysis
6. Apply strategies of ethical reasoning to arrive at principled decisions.  
Measurement: Mid and Final Field Evaluation; Ethical issue analysis
7. Use research evidence to inform practice.  
Measurement: Integrative paper; Practice setting analysis; Mid and Final Field Evaluation

8. Collect, organize, and interpret client data.

Measurement: Mid and Final Field Evaluation; Integrative paper

9. Develop mutually agreed-upon intervention goals and objectives.

Measurement: Mid and Final Field Evaluation; Integrative paper

10. Select appropriate intervention strategies.

Measurement: Mid and Final Field Evaluation; Integrative paper

11. Implement prevention interventions that enhance client capacities.

Measurement: Mid and Final Field Evaluation, Integrative paper

12. Help clients resolve problems.

Measurement: Mid and Final Field Evaluation

13. Negotiate, mediate, and advocate for clients.

Measurement: Mid and Final Field Evaluation

14. Facilitate transitions and endings.

Measurement: Mid and Final Field Evaluation

15. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Measurement: Mid and Final Evaluation

## **METHODS OF INSTRUCTION**

The Instructor will utilize a variety of methods to enhance student learning, such as: lectures, videos, guest speakers, and practice exercises. Students will also engage in discussions, small group activities, presentations, and role-plays. It is expected that students will come prepared to actively participate in the class.

### **Professional and Behavioral Accountability in the Classroom and Field**

It is important that students learn to manage the multiple demands of field and seminar. Chronic tardiness in the field placement is considered unprofessional and can result in an unsatisfactory performance evaluation when tardiness affects the student's ability to take advantage of field learning opportunities. Additionally, students are expected to contact their field instructor and/or professor as soon as possible to notify of impending lateness or an unscheduled absence from class or field. Providing notice to the instructor when assignments will be turned in late is also expected. This should be done as a professional courtesy, not to prevent the point deduction for late assignments.

Professional behavior is expected of all students both in field and in the classroom. Professional behavior includes but not limited to the following:

1) Maintaining Confidentiality

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors, or agencies is considered a breach of confidentiality. Breach of confidentiality is grounds for removal from field.

2) Following Proper Channels for Communication and Conflict Resolution

One of the most important aspects of becoming a professional is the understanding of the use of supervision. The use of supervision includes, among other things, identifying areas for growth and the understanding of the process for communication regarding concerns. Students are expected to use identified channels for resolving concerns both within field and the seminar. In field this includes going directly to the field instructor and the faculty liaison. More about problem solving in field can be found in the Field Manual. In field seminar the student is expected to bring the concern first directly to the seminar instructor on an individual basis. Students should be prepared to discuss the concern and offer possible solutions.

3) Safety

As part of professional social work education, students will have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify professors regarding any safety concerns.

4) Respect for Colleagues

Part of professional accountability includes treating others with respect and courtesy. Within the field seminar this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

5) Use of Computers, Cell Phones/texting in the Classroom

Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, texting, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class.

6) Time Management

It is important that students learn to manage the multiple demands of field and seminar. Chronic tardiness in the field placement is considered unprofessional and can result in an unsatisfactory performance evaluation when tardiness affects the student's ability to take advantage of field learning opportunities. Additionally, students are expected to contact their

field instructor and/or professor as soon as possible to notify of impending lateness or an unscheduled absence from class or field. Providing notice to the instructor when assignments will be turned in late is also expected. This should be done as a professional courtesy, not to prevent the point deduction for late assignments.

#### **COURSE REQUIREMENTS:**

The field seminar and field placement are critical components for the BSW program and the preparation of generalist beginning social workers. Therefore, **all assignments (including non-graded assignments) must be turned in for students to pass this course.** In addition, **all field hours must be completed and turned in to pass this course.** Students should inform the instructor of any assignment which will be late and all late assignments will be reduced by 2 points per calendar day.

#### **1. FIELD LEARNING PLAN MANDATORY-Non-graded Assignment**

The Field Learning Plan allows the student, the field instructor and the seminar instructor to identify the strategies for successfully completing the learning objectives during the student's field placement. Strategies are the concrete steps the student will take to demonstrate the practice behavior and must be clear, specific, and measurable.

This involves three criteria:

- Objectivity (what can be seen and measured),
- Completeness (provide enough information), and
- Clarity (any reader can understand).

The final document will help focus all parties on the objectives which must be achieved during the placement. The document is to be signed by the student, the field instructor (and task instructor if there is one) and the field seminar instructor.

#### **2. FIELD INSTRUCTOR'S EVALUATION MANDATORY**

The Field Instructor Evaluation is a survey instrument based on the practice behaviors/learning objectives which beginning generalist social workers should exude. The evaluation is completed by the Field Instructor at mid-semester (hard copy) and at the end of the semester. Each learning objective is rated using a 1-5 scale. **Students need to obtain a 3 or higher on EVERY objective by the end of the semester in order to pass the class.** (Nos are not accepted on the FINAL evaluation.). The FINAL *Field Evaluation* will be submitted through the IPT Field database system and will be signed electronically by the field instructor and student once it has been discussed.

#### **3. FIELD HOURS MANDATORY**

Students must satisfactorily complete all field hours (a minimum of 460 hours) to pass this course. All students are required to submit a signed field and supervision hours log with their final field evaluation. For forms and additional information regarding sick time and other field leave policies, see the current USF BSW Field Manual which is located on the Social of Social Work Web page: <http://socialwork.usf.edu>

#### **4. PRACTICE SETTING ANALYSIS 25 POINTS**

Students will use at least 5 professional references (research studies, literature reviews, etc.) as well as information from their field placement agency to write a 5-7 page paper. The paper will

describe their field placement agency, the population it serves, and summarize the current research regarding the type of agency and population. Be sure to use APA style within the paper and include a reference page at the end. **See Grading Rubric in Appendix.**

The paper should include the following:

1. Provide a basic description of the agency and the variety of services provided. Identify the professionals from other disciplines with which you are working.
2. Describe the agency's mission and the population the agency serves. Be sure to include a description of the diversity of the population.
3. Describe the overall environment of the agency (such as culture, geography, focus, structure, funding, etc.) and then discuss one barrier and one advantage to providing services in this environment.
4. Discuss the predominant theories or style(s) of intervention that the agency or program utilizes.
5. Summarize the research you reviewed regarding the type of agency and population/presenting problem. In your opinion, do the agency's current practices and procedures correlate or conflict with the professional resources.

**5. ETHICAL ISSUE ANALYSIS-PRESENTATION 15 POINTS**

The purpose of this assignment is to heighten the awareness and sensitivity of the student to the complexities of ethical challenges, provide an opportunity to put into practice a systematic guideline for resolving ethical dilemmas, and to understand the influence of professional roles, personal values and motivations and their impact on the resolution of the ethical dilemma. Students will use the outline provided below to organize an oral presentation on an ethical issue encountered at their field placement. A written outline of the presentation will be submitted to the instructor on the date of the presentation. **See Grading Rubric in Appendix.**

The presentation should include the following (and an outline of the presentation is to be turned in to the instructor on the day of the presentation):

1. A description of the ethical issue you are presenting, your feelings (personal values) about the dilemma and why you chose it.
2. Review the NASW Code of Ethics and the Standards for Practice, locating **specific guidelines that clearly define** in what ways the issue you are presenting is an ethical issue. Discuss how professional social work ethics and/or values are impacting the issue.
3. Use the General Decision-Making Model in the Dolgoff text and apply the first 6 steps to your issue. Clearly describe these steps.
4. Create and present a question for class discussion related to your issue.

## 6. INTEGRATIVE PAPER

50 POINTS

The Integrative paper is designed to reflect the integration of the student's total learning and demonstrate the ability to apply the learning in the field experience. It is the summative written work of the BSW program. Students are to utilize key concepts from the BSW curriculum and apply, synthesize and analyze this knowledge as it relates to a specific client system from the field experience. **Students must earn the minimum number of points indicated for each section of the paper and a minimum of 36/50 points overall to pass this assignment.** Non-passing papers will result in a non-passing grade for the course. In the event that the student does not earn the minimum number of points required in each section of the paper, they will have one opportunity to re-write the section(s) of the paper and re-submit (eligible for up to 1 point less than the maximum points in that section) within three days or re-take the course. Students are advised to use available opportunities for consultation with the instructor, as well as with resources provided by the university, such as the Writing Center, early in the semester to ensure success. Students may not use the same research studies utilized in the practice setting analysis assignment. The following outline should be used. The paper should flow from paragraph to paragraph with appropriate transitions and an appropriate introduction and conclusion should be included.

Students will write a paper addressing all of the components outlined below. Be sure to include APA citations within the text and an APA reference list at the end.

- i. Choose one **client system** with which you worked during your field experience and present the case in detail. Please change the names for confidentiality.
- ii. Choose one **human behavior theory** which you learned during your BSW program, explain it and describe how the theory assisted you in understanding the clients and/or the agency. Use APA style to properly cite the theory.
- iii. Provide one intervention **goal** and the corresponding **objectives** you developed with the client. Be sure to write them in behavioral terms.
- iv. Identify at least 3 **micro practice skills** which you used while at your field placement. Describe the skills and explain how, where, and when you used them.
- v. Identify at least 3 **macro practice skills** which you used while at your field placement. Describe the skills and explain how, where, and when you used them.
- vi. Describe the findings from 5 professional **research** studies you found pertinent to your client system and describe how they informed your work with the client system. Use APA style to properly cite the studies.
- vii. Choose one **policy**, either national, state, or organizational which impacts your client system and/or agency. Describe the policy and its impact on this population or agency.
- viii. Identify **diversity** issues which were raised in the course of working with the client system and how you handled them.
- ix. Describe the **social and economic justice** issues raised during the course of work with the client system.
- x. Discuss the **professional ethics and values** which were raised by working with the client system and how they affected your decision-making.



- xi. Discuss how this assignment raised issues of **professional strengths and challenges**. Identify how you plan to build on your strengths and address the challenges in your future professional development.
- xii. Include a **Reference page** in APA style to list the references used.

The final paper should be submitted through the plagiarism detection program in Canvas and a hard copy is to be submitted to the instructor. **The paper must be submitted on the date due by the start of class. Any paper not submitted on the due date/time will lose two points per calendar day. No paper will be accepted more than 72 hours after due date.** The final document should be 14-16 double-spaced pages (**not** including references or a cover page) in 12 point font type. Pay attention to elements of style and grammar. A poorly written paper with grammatical errors and misspelled words will receive points off. **See Grading Rubric in Appendix.**

**7. PARTICIPATION 10 POINTS**

The field seminar course assists students in synthesizing practicum experience and academic learning. To facilitate this goal, students are expected to willingly contribute to discussions and class exercises. Students will be assigned up to 10 points for their active and appropriate participation in class. Adequate written completion and discussion of assigned “Situations of the Week” and “Letter to the Next Intern” (see Canvas) will determine the participation grade. **See Grading Rubric in Appendix.**

**Assignment Due Dates:**

Students are expected to read assigned materials before the scheduled date on which they will be addressed. All assignments should be turned in on the date on which they are due to receive full credit for the work. All written work in the course will be due at the stated deadline in the Course Calendar section. *Late papers will accrue 2 points off the total paper per calendar day late.*

**Notice to Students:** Students should always keep a copy of their field evaluation. Occasionally, the evaluation is needed in lieu of a professional reference for potential employers.

**Professional Liability Insurance:**

Professional Liability Insurance is provided for each student by the School of Social Work.

**Participation:**

All students are active participants in all class meetings and discussion board assignments. This outline is a contract between the student and the instructor. It is a working instrument that guides learning throughout the semester. A class environment that is conducive to learning requires respect for all participants. Students and instructor are expected to conduct themselves in a respectful manner.

A learning environment based on mutual respect will be maintained consistent with the development of professional roles. Guidance regarding this is found in the NASW Code of Professional Ethics and USF Code of Academic Integrity.

**Correspondence:**

Students are expected to stay in communication with the instructor of this course via e-mail, Blackboard or telephone. The preferred method of contact for the instructor is email. Only USF email accounts will be used in corresponding with the instructor.

**Tapes and Notes:**

In this practice course, tape recordings of class lectures are not permitted, unless otherwise specified in writing by the professor. Lecture notes may be provided on the Blackboard site. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than those students enrolled in the class nor may any copies be sold.

**ACADEMIC ACCOMMODATION**

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.

- See Student Responsibilities - <http://www.asasd.usf.edu/Student.htm>
- See Faculty Responsibilities - <http://www.asasd.usf.edu/faculty.htm>

**RELIGIOUS PREFERENCE ABSENCE POLICY**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor in writing at least two weeks prior to the anticipated absence and observed date(s).

**USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE**

The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

**ACADEMIC DISHONESTY POLICY**

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Major papers will be submitted through the plagiarism detection program in Canvas. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. These procedures can be found at:

<http://www.ugs.usf.edu/catalogs/1213/pdf/AcademicIntegrityOfStudents.pdf>

<http://www.ugs.usf.edu/catalogs/1213/pdf/DisruptionOfAcademicProcess.pdf>

Student Academic Grievance Procedures can be found at:

<http://www.ugs.usf.edu/catalogs/1213/pdf/StudentAcademicGrievanceProcedures.pdf>

## **FIRST CLASS ATTENDANCE POLICY**

This policy has been put into effect so that USF may effectively utilize classroom space and to insure that all students have maximum opportunity to enroll in classes where demand exceeds availability of seats. Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. Please note that the Registrar's Office does not add students whose names are handwritten on the first day class rolls to courses, and these students are required to add the course by *OASIS*. To avoid fee liability and academic penalty, the student is responsible for insuring that he/she has dropped or been dropped.

## **ATTENDANCE POLICY**

Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Accordingly, Attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Students are allowed to miss two classes (for classes that meet twice weekly; or one class for classes that meet only once per week) without penalty. After that, 5% off of the total grade may be deducted for each missed class, at the faculty member's discretion.

*Students who experience an unforeseen circumstance such as a serious medical problem which interferes with their attendance or course assignments should notify the instructor immediately. Students and instructors should familiarize themselves with the USF Incomplete policy.*

## **EMERGENCY PLAN**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**EVALUATION CRITERIA FOR ASSIGNMENTS**

1. Field Learning Plan-	Mandatory	
2. Field Instructors Evaluation (Mid and Final)-	Mandatory	
3. Field Hours- 460 hours- minimum	Mandatory	
4. Practice Setting Analysis-	Mandatory	25 points
5. Ethical Analysis-	Mandatory	15 points
6. Integrative Paper -	Mandatory	50 points
7. Participation in class-	Mandatory	10 points
<b>Total</b>		<b>100 points</b>

**GRADING SCALE**

97-100 points	A+	87-89	B+	77-79	C+	67-69	D+	59 < F
94-96	A	84-86	B	74-76	C	64-66	D	
90-93	A-	80-83	B-	70-73	C-	60-63	D-	

\*See Course Requirements needed to pass this course

**REQUIRED TEXTBOOK (S)**

BSW Field Manual. (current year). School of Social Work: University of South Florida.

Garthwait, C. (2016). *The social work practicum -A guide & workbook for students* (7<sup>th</sup> Ed.). Boston, MA: Allyn & Bacon.

**Commented [BRN1]:** Text has been updated to the 7<sup>th</sup> Edition. Please update course assignments and readings to reflect this change.

**Supplemental Readings:**

Lowenburg, F. M., & Dolgoff, R. (2012). *Ethical decisions for social work practice* (9<sup>th</sup> Ed.). Itasca, IL: F. E. Peacock Publishers.

Birkenmaier, J., & Berg-Weger, M. (2011). *The Practicum Companion for Social Work* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.

**RIGHT TO CHANGE SYLLABUS**

It may be necessary to adjust the content, assignments, timeline, point system, and due dates for assignments during the semester. If this is necessary, the Instructor has the right to change the syllabus. However, these changes will be announced to the students in class or posted on Canvas. The students are responsible for any such announced changes and for checking Canvas.

## Course Calendar

- Week 1:**     **Field Orientation/Review Syllabus and Course Requirements**  
**Review Learning Plan and Field Evaluation Instrument/Getting Started on IPT**  
Read: Chaps. 1, 2, and 3 – Practicum Purpose, Expectations, Learning Plan
- Week 2:**     **Beginning in the Field/Developing the Learning Plan**  
Read: Chap. 4: Getting Started (A1)\*\*
- Week 3:**     **Developing your Professional Self**  
**Identifying Support Systems/Using Supervision**  
Read: Chap. 5 and 13 – Learning from Supervision, Professional Social Work (B1)\*\*  
**Due: Field Learning Plan**
- Week 4:**     **Communication/Agency and Community Contexts of Practice**  
Read: Chaps. 7, 8, and 9 – Communication, Agency Context of Practice, Community Context of Practice (A2)
- Week 5:**     **Agency Safety**  
Read: Chap. 6  
Assignment: Complete Agency Safety Assignment on Discussion Board and Workbook Activity, page 61 of Text – “Reducing the Risk of Harm”
- Week 6:**     **The Social Problem and Policy Context of Practice**  
Read: Chaps. 10 and 11 – Social Problem Context of Practice, Social Policy Context of Practice (B2)  
**Due: Practice Setting Analysis**
- Week 7:**     **Diversity and Cultural Competency//Social Work**  
**Ethics/Boundaries**  
Read: Chaps. 12 and 14 – Diversity and Cultural Competency, Social Work Ethics & Chapters 3 and 4 of Lowenburg (A3)
- Week 8:**     **Due: Ethical Issue Analysis Presentations and Outline**  
*(Make sure your field instructor has completed your midterm evaluation by this time and that it has been reviewed with you and signed by both of you. These completed evaluations will be discussed and collected during Field Liaison Visits ) (B3)*
- Week 9:**     **Due: Ethical Issue Analysis Presentations and Outline (A4)**
- Week 10:**    **Social Work as Planned Change Treatment and Case Planning/Writing**  
**Measurable Goals/Difficult Problems with Clients**  
Read: Chap. 16 – Planned Change Process (B4)

- Week 11: Integrative Paper Peer Review Activity**  
**Due: Draft Integrative Paper**
- Week 12: Mandatory Reporting: Legal and Ethical Mandates**  
Read: Chaps. 15 – Legal Concerns (A5)
- Week 13: Self-Evaluation/Termination with Clients and Agency**  
Read Chaps. 17 – Evaluating Your Practice A (B5)  
**Due: Integrative Paper**
- Week 14: Merging Self and Profession/Leadership/Wrap-Up**  
Read: Chaps. 18 and 19 – Merging Self and Profession, Leadership for Social Justice
- Week 15: Wrap-Up/Program, Instructor Evaluations**  
**Due: Student and Field Instructor Signed Field Hours and Final Evaluations Completed on Field Database**  
**Due: Letter to the Next Intern**

\*\* (Each student will be assigned to letter A or B, and will have “Situations of the Week” 1-5 due on designated dates.)

## REFERENCES

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- Pullen-Sansfacon, A. (2010). Virtues for ethics social work: A new pedagogy for practical reasoning. *Social Work Education, 29*(4), 402-415.
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- Scannapieco, M., Hegar, R.L., & Connell-Carrick, K. (2012). Professionalization in public child welfare: Historical context and workplace outcomes for social workers and non-social workers. *Children and Youth Services Review, 34* (11), 2170-2178.
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- Ward, K., & Mama, R. S. (2010). *Breaking out of the box* (2<sup>nd</sup> ed.) Chicago: Lyceum Press.
- Woodcock, R. (2011). Ethical standards in the NASW code of ethics: The explicit legal model, and beyond. *Families in Society, 92*, 1, 21-27.

Appendix A

**UNIVERSITY OF SOUTH FLORIDA  
COLLEGE OF BEHAVIORAL AND COMMUNITY SCIENCES  
SCHOOL OF SOCIAL WORK**

**SOW 4510**

**PRACTICE SETTING ANALYSIS- 25 pts.**

1. Provide a basic description of the agency and the variety of services provided. Identify the professionals from other disciplines with which you are working. (3 pts)
2. Describe the agency's mission and the population the agency serves. Be sure to include a description of the diversity of the population. (5 pts)
3. Describe the overall environment of the agency (such as culture, geography, focus, structure, funding, etc.,) and then discuss one barrier and one advantage to providing services in this environment. (5 pts)
4. Discuss the predominant theories or style(s) of intervention that the agency or program utilizes? (5 pts)
5. Summarize the research you reviewed regarding the type of agency and population/presenting problem. In your opinion, do the agency's current practices and procedures correlate or conflict with the professional resources. (5 pts)
6. Writing style, grammar, accurate APA style. (2 pts)



Appendix B

**ETHICAL ANALYSIS PRESENTATION AND OUTLINE- 15 pts.**

- |  |   |
|--|---|
| 1. Ethical issue in clearly defined  | 3 |
| 2. Personal values about the dilemma are stated                                      | 3 |
| 3. Student is able to identify specific citation in Code of Ethics to justify choice | 2 |
| 4. Utilized Dolgoff decision-making model  | 2 |
| 5. Engaged classmates in discussion question   | 1 |
| 6. Made eye contact with audience  | 1 |
| 7. Displayed strong voice projection   | 1 |
| 8. Oral delivery well organized/clear expression of ideas                            | 1 |
| 9. Written outline provided to instructor  | 1 |

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15

Appendix C

**PARTICIPATION- 10 pts**

Student always contributes helpful and appropriate comments, questions, and interactions every week in class (8-10 pts)

Student usually contributes helpful and appropriate comments, questions, and interactions every week in class (6-7 pts)

Student contributes on occasion and/or adds appropriate but shallow comments, questions, and interactions (4-5 pts)

Student rarely contributes and/or adds inappropriate, unprofessional comments, questions, and interactions (1-3 pts)

## Appendix D

### **INTEGRATIVE PAPER- 50 pts**

The grading rubric used to evaluate the student's work is attached for use as a guide to completing the assignment. Students must earn the minimum number of points indicated for each section of the paper and a minimum of 36/50 points overall to pass this assignment. The Integrative paper is designed to reflect the integration of the student's total learning and demonstrate the ability to apply the learning in the field experience. It is the summative written work of the BSW program. Students are to utilize key concepts from the BSW curriculum and apply, synthesize and analyze this knowledge as it relates to a specific client system from the field experience. Non-passing papers will result in a non-passing grade for the course. In the event that the student does not earn the minimum number of points required in each section of the paper, they will have one opportunity to re-write the section(s) of the paper and re-submit (eligible for up to 1 point less than the maximum points in that section) within three days or re-take the course. Students are advised to use available opportunities for consultation with the instructor, as well as with resources provided by the university, such as the Writing Center, early in the semester to ensure success. Students may not use the same research studies utilized in the practice setting analysis assignment. The following outline should be used. The paper should flow from paragraph to paragraph with appropriate transitions and an appropriate introduction and conclusion should be included. (See Rubric)

**INTEGRATIVE PAPER GRADING RUBRIC - SOW 4510**

**Student Name:** \_\_\_\_\_

**Instructor Name:** \_\_\_\_\_

		<b>Pts. Available</b>	<b>Pts. Earned</b>
<b>Presentation of the client system</b>			
Min. req'd for pass 1/2	A. The client system was presented fully, professionally and clearly	2	
<b>Knowledge of Human Behavior and the Social Environment</b>			
Min. req'd for pass 6/8	A. Human behavior theory was clearly identified and effectively presented	2	
	B. The chosen theory was appropriately linked to the practice example	2	
	C. Student was able to articulate how the chosen theory informed their practice in the field placement.	4	
<b>Knowledge of Practice skills across levels</b>			
Min. req'd for pass 6/8	A. One goal and corresponding objectives were appropriate and behaviorally written.	2	
	B. Three Micro practice interventions were clearly identified and were appropriate for the practice situation?	3	
	C. Three Macro skills were clearly identified and were appropriate for the practice situation	3	
<b>Research informed practice and practice informed research</b>			
Min. req'd for pass 6/8	A. Five research studies were clearly described	4	
	B. The paper described how the evidence impacted their practice?	4	
<b>Engage in policy practice</b>			
Min. req'd for pass 6/8	A. Social policies relevant to the practice situation were clearly identified and described	4	
	B. The policy's impact on the client system and/or agency was clearly analyzed and discussed	4	
<b>Engage diversity and advance social and economic justice</b>			
Min. req'd for pass 3/4	A. Diversity issues pertinent to the client system and student and how they were managed were clearly described	2	

B. Social and economic justice issues pertinent to the client system were fully described

2

**Identify as a professional Social Worker and apply ethical principles**

A. Professional ethics and values pertinent to the client system were fully described

2

B. Student clearly identified their professional strengths, challenges, and professional development

4

Min.  
req'd for  
pass 4/6

**APA style, Reference page, grammar, and spelling**

A. APA style was used accurately

2

B. Reference page was accurately completed

2

C. Grammar, writing, and spelling were accurate

3

Min.  
req'd for  
pass 4/6

**Total Points for Paper**

**50**

**Comments:**