



SW385: Field Seminar I

Term: Fall 2022

2 Semester Hours

Social Work Program
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Social Work Program Mission Statement

Mission Statement:

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students’ needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, economic, and environmental justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.

- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Description

This course focuses on classroom learning. The class facilitates the student's professional development toward entry-level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, skills, and values. The reflection of the experiential learning in a seminar atmosphere enhances student's knowledge and use of self in generalist practice. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the beginning skills of professional practice.

Seminar focuses on the enhancement of the student's self-awareness as it relates to social work issues. The student is expected to develop professional use of self through the processing of experiences encountered in field practice. The student is expected to realistically apply social work values and ethics in decision making and use research as a means to further grow and develop in the profession.

Responsibilities of the social work student:

Explicit responsibilities and related instructions are found in the Field Instruction Manual. Please read the manual in its entirety before beginning your placement. If there are any questions, please address them immediately.

Purpose of the course in the Program

The profession of social work has long recognized the importance of providing instruction in the field which includes an application of the skills and theories taught in the classroom. This course provides students an opportunity to begin the practice of professional social work in a controlled and planned setting as well as the opportunity to dialogue on professional issues through topical discussions and written assignments.

EPAS competencies and core objectives

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standards (EPAS) established 9 Core Competencies that social work students are expected to meet upon graduation from an accredited BSW Program. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. In senior seminar, during the course of the full year, students will demonstrate an understanding of each of the core competencies as outlined below. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies

- ◆ Competency 1: Demonstrate Ethical and Professional Behavior. Social Workers:
 - 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 (1.1);
 - use reflections and self-regulation to manage personal values and maintain professionalism in practice situations (1.2);
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (1.3);
 - use technology ethically and appropriately to facilitate practice outcomes (1.4); and
 - use supervision and consultation to guide professional judgment and behavior (1.5).
- ◆ Competency 2: Engage Diversity and Difference in practice. Social Workers:
 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1);
 - present themselves as learners and engage clients and constituencies as expert of their own experiences (2.2); and
 - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3).
- ◆ Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers:
 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1); and
 - engage in practices that advance social, economic, and environmental justice (3.2).
- ◆ Competency 4: Engage in Practice-informed Research and Research-informed Practice. Social workers:
 - use practice experience and theory to inform scientific inquiry and research (4.1);
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2); and
 - use and translate research evidence to inform and improve practice, policy, and service delivery (4.3).
- ◆ Competency 5: Engage in Policy Practice. Social workers:
 - identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (5.1);
 - assess how social welfare and economic policies impact the delivery of and access to social services (5.2); and
 - apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (5.3).
- ◆ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6.1); and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2).
- ◆ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7.1);
 - 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 (7.2);
 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3); and
 - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4).
- ◆ Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.1);
 - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (8.2);
 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (8.3); and
 - facilitate effective transitions and endings that advance mutually agreed-on goals (8.4).
- ◆ Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers:
 - select and use appropriate methods for evaluation of outcomes (9.1);
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9.2);
 - critically analyze, monitor, and evaluate intervention and program processes and outcomes (9.3); and
 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (9.4).

Texts and Required Reading

[The Field Instruction Manual](#)

NASW. (2017) [Code of Ethics of the National Association of Social Workers](#). Or may be purchased from SOSW for \$5.00. Or may be purchased from SOSW for \$5.00.

American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th Ed.). Washington, D.C.: Author.

Apgar, D. (2020). Social Work Licensing Bachelors Exam Guide: A Comprehensive Study Guide for Success (3rd Edition).

Other readings as assigned on Canvas or in class.

Teaching methods/Class climate

This course integrates the knowledge base and learning experiences of the total social work program.

Methods of instruction: Seminar course is primarily a collaborative learning process utilizing The student's critical thinking in regards to the weekly subjects.

Each class will focus on:

- Issues related to the student as the generalist practitioner;
- Controversial issues encountered in the field,
- Issues related to the organization and the impact on social work practice, and
- Discussion of upcoming assignments which are designed to provide opportunities to demonstrate skills in each of the nine competencies.

This will be accomplished through:

- Discussions based on course readings on specific topics;
- Experiential activities; and
- General discussions on student thoughts and questions raised during the week in the student's internship.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the [Social Work Student Handbook](#). Please refer to the Handbook for further clarification. This seminar is a direct extension of your internship. It is expected that students will present themselves in the same manner in which they would present themselves in a staff meeting at their internship agency.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the grounds of the Code of Ethics. You must disguise the identity of clients in written assignments including the name of the client.

Grading Procedures

Grade Rubric

90-100 % – Your work shows that you have thoroughly studied the material. You have supported your arguments with a learned material, as well as your own thoughts. The work shows originality and inventiveness in that you are able to take two or more sources and create your own suppositions. You have not only met the basic requirements of the assignment, but have pushed yourself to go beyond the “requirements.” You demonstrate a desire to research further into the assigned topics.

The organization of your writing is clear and your use of sentence structure enhances the reader’s understanding of the points you are making. Your wiring encourages the reader to continue reading. It is without grammatical error and has only a few typographical errors. Your work clearly rises above that of the typical senior in social work. You show that you are able to soon handle graduate level work and that your writing as a social worker will be concise, relevant and of benefit to your clients.

B 80-89% – Your work meets all of the minimal requirements of the assignment. You show that you have the necessary knowledge of a competent social worker. You are able to use outside sources and your own opinions to generate arguments. You have room for growth in your professional writing skills; and have room for growth in terms of developing your own arguments and philosophy of social work.

Your writing has few grammatical errors and/or awkward sentences and is consistent with competent writing in the social work field. You are doing work expected of a senior in a social work program and your writing will be competent in the field of social work. You may still benefit from working on your writing skills if you want to do grant writing work, or administrative work.

C 70-79% – Your material shows that you have not fully understood the material (or just didn’t read it.) You are able to write about the main tenets of social work, but do not bring in thoughts or your own, and/or you have not met some of the basic requirements of the assignment.

Your writing has errors of grammar and mechanics and the sentence structure is sometimes difficult to understand. You are not doing work that is typical of a senior in a social work program and would find working as a social worker difficult. You will need to work closely with

the instructor to improve your work and may need to take your writing to the writing lab. Grades of 70-79% may be rewritten for a grade no higher than 80%.

Unacceptable (U) – You have not met the requirements of the assignment and/or have not demonstrated writing skills required for the level of this course. Papers that receive a U will be rewritten for a grade of no higher than 80%.

If APA citation format is not followed correctly on submitted assignments, the assignment will be returned to the student to be redone. The assignment will be considered a rewrite and will not receive a grade higher than 80%

Class Assignments

Assignment	Points	EPAS Core Competencies covered
Engagement video and Engagement paper analysis	120 points	Competency 6
Social and Economic Justice Debate	100 points	Competency 3
Social and Economic Justice Debate Annotated Notes	100 points	Competency 3
Policy Brief Annotated Bibliography	100 points	Competency 5
Policy Brief final draft	100 points	Competency 5
Attendance or Journals (12)	40 points each for a total of 480	All competencies
Total possible points	1000 points	

Final Grade Point Table

Grade	Points required
A	1000 - 930
A-	929 - 900
B+	899 - 870
B	869 - 830
B-	829 - 800

If you drop below a B-, you will meet with the instructor to discuss your grade and your options for raising your grade.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

In addition to action by the professor, all incidents may be reported to Student Affairs.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th Ed.). Therefore, allow sufficient preparation time for proofreading and correction to typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Tentative Schedule – See Canvas for more details.

Date	Activity	Assignments due
Week 1	Overview and Syllabus	Attendance Journal 1
Week 2	Policy Brief discussion	Attendance Journal 2
Week 3	Learning Agreement and HBSE review	Attendance Journal 3
Week 4	City finances and advocacy	Attendance Journal 4 Policy Brief Annotated Bibliography
Week 5	Social and Economic Justice	Attendance Journal 5
Week 6	Social and Economic Justice	Attendance Journal 6
Week 7	Persuasive Argument	Attendance Journal 7
Week 8	Self-Care	Attendance Journal 8 Policy Brief final
Week 9	Licensing Exam	Attendance Journal 9
Week 10	Social and Economic Justice Debates in-class	Social and Economic Justice Debates in-class Notes due on Canvas Videos due on Canvas
Week 11	Engagement Skills	Attendance Journal 10
Week 12	Telehealth	Attendance Journal 11
Thanksgiving Break		
Week 13	Secondary Trauma	Attendance Journal 12
Week 14	Being Present	Engagement video and paper due on Canvas
Week 15	Agencies Visits	
Week 16	No Class	

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Descriptive Material Regarding Assignments

Assignments

1. Issues of Social and Economic Justice, Class Debate 100 points, Debate Notes 100 points

As a class, students will identify a social and economic issues relevant to client systems and be able to debate effectively either side of the issue. The week prior to the debate students will be told which side of the debate they will argue for. Further instructions for the debate will be handed out in class and provided on Canvas. If a student is unable to attend the face-to-face debate they will complete a 10 minute video discussing each side of the debate for 5 minutes. You will also upload your notes used for the debate.

2. Policy Brief, Research Supported Paper 200 points

Choose one policy (national, state, or local) which impacts the client system and/or agency. Identify your stance on this subject and produce a policy brief that argues persuasively for your viewpoint. Make a clear statement about the effect that this policy has on your client system and why this effect has occurred. Use at least 10 peer-reviewed sources for your research on this topic and cite them correctly. Your policy brief will be a minimum of 8 pages. This project will be divided into: Annotated bibliography (100 points), and final paper (100 points).

3. Engagement, Video and Analysis 120 points

Using video format, demonstrate your engagement skills. Create a video of at least 20 minutes in which you interview a partner. Before you complete your video, consider what skills you would like to demonstrate. After viewing your video, in a narrative paper, reflect on and discuss your strengths in engagement – be specific in describing your skills. You should be able to identify at least 3 engagement skills that you utilized in the interview. Discuss any area or areas in which you would like to grow. Your paper will be approximately 4 – 5 pages.

4. Attendance/Journals (12) 40 points each, total of 480 points

Students will attend a minimum of 12 classes face-to-face or via Zoom for 40 points each. There will be 14 face-to-face classes. You are allotted 2 absences without it affecting your grade. If you miss more than 2, you will need to complete an attendance journal for each absence beyond 2. Students who do not attend class will complete the journals to make up for the 2-hour discussion that is missed.

Final Exam Policy

A final exam will not be given.

