



LEWIS-CLARK STATE COLLEGE

Course Information

Social Work 485.70
Field Seminar : 2 Semester Credit Hours
Fall 2022

Instructor Information

Ramon B. Royce, LMSW
Phone: 208-792-2478
Email: rbroyce@lcsc.edu
Office: Expedition Hall Room 13
Office Hours: Tues. & Wed. 9:30 am-11:00 am and by Appointment

Social Work Program Mission Statement

<http://www.lcsc.edu/social-sciences/programs/social-work/social-work-mission-statement/>

Course Description

This course focuses on facilitating 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.

The student is expected to develop professional use of self through processing experiences encountered in field practice, to realistically apply social work values and ethics in decision making, and to use research as a means to further grow and develop in the profession.

Enrollment is limited to students admitted to the BSW Program and who have fulfilled the requirements outlined in the Field Application.

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

Field Instruction Manual – This manual is available on-line: www.lcsc.edu/socialwork, click on “field manual”

NASW. (2008) Code of Ethics of the national association of social workers. Available online: www.naswdc.org/pubs/code/doce.asp. Or may be purchased from SOSW for \$5.00.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: A.P.A.

Other readings as assigned on Blackboard 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: This seminar course is part of a hybrid program and will primarily occur through online forums where we will engage in a collaborative learning process utilizing group discussion boards. There will be two on-site seminars through the course of the semester where we will have the opportunity to collaborate as a group face-to-face. Meeting and discussing topics outside of class with others in your cohort will be strongly encouraged.

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
- Preparation for the social work licensing exam.

This will be accomplished through:

- Discussions based on course readings on specific topics
- 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 respectfully examined with a focus on critical thinking.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Late assignments, lack of participation in the online forums, and lack of participation in the two in-class seminars are not acceptable except in unusual circumstances and are 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 BSW 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.

Class Assignments and 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.

C 70-79% – Your work 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 of 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 take your writing to the writing lab and/or find other resources to assist in improving your general skills. Grades of 70-79% may be rewritten for a grade no higher than 80%. A rewrite does not guarantee a higher grade.

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. Paper that receive a U may be rewritten for a grade of no higher than 80%. A rewrite does not guarantee a higher grade.

Assignment	Points	EPAS Core Competencies covered
Discussion Boards (14)	20 points each for a total of 200 points (The top 10 scores out of your 14 posts will be calculated in your final grade.)	All competencies
On-site Seminar (2)	100 points each for a total of 200 points	All competencies
Social and Economic Justice Presentation (Completed in 2 nd Intensive Class)	150 points	Competency 3
Policy paper	150 points	Competency 5
Journals (5)	30 points each for a total of 150 points	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 will 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 may be able to assist you in improving them. If you are not near a campus writing center, consider using the online option. Information can be found here: <http://www.lcsc.edu/writing-center/distance-students/> 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 in this syllabus in rare, but special circumstances.

Tentative Schedule

Week	Monday's Class Date & Week's Topic	Location of Class	Weekly Reading	Assignments
1	August 22 Introduction, syllabus, IPT system	Canvas	Syllabus, Field Manual	Canvas Discussion
2	August 29 Introduce Capstone 3 – Policy	Canvas	Weekly Reading in This Week's Folder	Canvas Discussion
3	September 5	Canvas	Weekly Reading in This Week's Folder	Field Manual Sign. Due Journal 1 Due Canvas Discussion
4	September 12	Canvas	Weekly Reading in This Week's Folder	Learning Contract Due (Tue by 11am) Policy Paper Due Canvas Discussion
5	September 19 Introduce Capstone 1 -- Diversity	Canvas	Weekly Reading in This Week's Folder	Journal 2 Due 9/20 Canvas Discussion
6	September 26	Canvas	Weekly Reading in This Week's Folder	Canvas Discussion
	October 1 In-Person Seminar		Weekly Reading in This Week's Folder	Attendance Mandatory 12:30 pm – 3:30 pm
7	October 3	Canvas	Weekly Reading in This Week's Folder	Journal 3 Due Canvas Discussion
8	October 10	Canvas	Weekly Reading in This Week's Folder	Canvas Discussion
9	October 17 Introduce Capstone 2 – Issues of Social and Economic Justice	Canvas	No required reading	Canvas Discussion
10	October 24	Canvas	Weekly Reading in This Week's Folder	Journal 4 Due Canvas Discussion
11	October 31	Canvas	Weekly Reading in This Week's Folder	Canvas Discussion
12	November 7	Canvas	Weekly Reading in This Week's Folder	Canvas Discussion
	November 12 In-Person Seminar	CDA	Come Prepared with assigned reading	Attendance Mandatory 12:30 pm – 3:30 pm Social and Economic Justice Presentation (Social Work Mantra)
13	November 14	Canvas	No required reading	Canvas Discussion
	November 21 No SCHOOL THANKSGIVING	Canvas		
14	November 28		Weekly Reading in this Week's Folder	Journal 5 Due 11/28/21 Canvas Discussion
15	December 5 Agency Visits as needed	No Class	No required reading	Canvas Discussion
16	December 12-16	Canvas NO FINAL		

Descriptive Material Regarding Assignments

Capstone Assignments

All papers should include relevant information from your internship. You are reflecting on what you are experiencing this semester and using peer reviewed research to support and expand your thoughts/ideas about the subjects. You are expected to have at least 3 peer-reviewed sources and each paper should be at least 4 pages long, not including abstract, title and reference pages. Blackboard discussions and voluntary communication with your peers and instructor can be used to brainstorm ways to expand on your topics and credible sources that are not peer reviewed may be used **IN ADDITION TO** the 3 peer-reviewed sources you use. We will discuss each paper as needed when we get closer to its due date, but please feel free to begin taking notes and start your research any time during your internship experience.

All papers will be formatted using your APA manual and will be graded on both content and format.

1. Policy, APA Paper

Choose one policy (national, state, or organizational) that impacts your agency and/or client system. Describe the policy and its impact on the population and/or agency. Identify your stance on this subject and produce a paper that argues persuasively for your viewpoint and proposes one or more possible solutions. Use at least three peer-reviewed sources for your research on this topic and cite them correctly.

2. Issues of Social and Economic Justice, APA paper (Completed in Class Intensive 10/31/20)

Describe a social and economic justice issue raised during the course of your work with the client system. (It will be important for you to briefly describe the client system you are working with). Identify your stance on this subject and produce a paper that argues persuasively for your viewpoint. Make a clear statement about the change that you would wish to see in this area of social justice; this needs to be a realistic change. Use at least three peer-reviewed sources for your research on this topic and cite them correctly. You may start your research with (and include in your paper) information that helps you define social justice from the social worker's perspective.

Journals

You will complete 5 journals and turn them in on Canvas. The journals should include your critical thought process on an aspect of your recent work in your internship and although there are some specific guidelines included, to a great extent, you will be free to take them in whatever direction makes sense to you based on what you are experiencing. The journals will be uploaded to Canvas and need to be essay style and a minimum of 2 pages in length. Please include a title page. A reference page is not necessary unless you refer to a specific source. Neither the title page nor the reference page will count toward the 2-page minimum. You may use headings for the sections required in the description below.

Journal Guidelines

Each journal submitted (5 total) should include at least a paragraph (a few sentences per paragraph are fine) on each of the following:

- **First impressions:** Brief reflection of your experiences in your practicum so far
- **Challenges:** Description of any concerns you have or things you know will be challenging
- **Needs:** Assistance you feel you need now or might need in the near future
- **Connections:** Ways you can see information from your classroom and social work program experience transfers to what you are doing in your practicum

Base your first journal submission on the prompts above. Feel free to use headings for paragraphs. Journals 2-5 will have additional prompts. Include the above sections along with responses to the prompts outlined below:

- Journal 2: What macro (local, state, or national) policies are affecting interventions at your site? Are there agency policies that you feel get in the way of providing effective services to your clients? How is your personal response to this influencing your ability to examine it logically?
- Journal 3: Consider ways in which you are similar to and different from your clients as well as the challenges you might unconsciously face regarding equal treatment of all clients based on your background/experience/biases and write your observations/thoughts.
- Journal 4: Explore thoughts about how issues of social and economic justice you are exploring in your Social/Economic Justice Paper are linked to what you are experiencing and observing in your practicum.
- Journal 5: Reflect on the 3 Capstones covered in this seminar (Policy, Diversity, and Social and Economic Justice). What insights have you gained from the hands-on experience you've had so far? How has working in the field added to or changed your perspective(s) in these three areas?

Do not overthink these assignments. They are an important opportunity for guided reflection but should not be treated as miniature research papers. Focus on your reactions, questions, concerns, etc.

Attendance Policy

Students are expected to participate in all scheduled activities and treat Seminar as part of your professional experience. No late work will be accepted, so pay close attention to due dates for posted discussions and assignments. Your weekly discussion posts will serve as a marker for attendance and an opportunity to discuss the assigned reading. The posts are due Wednesday at midnight each week and responses are due by the following Sunday. See the details regarding Reading and Discussions for details. If you miss more than 2 discussion posts, your grade will drop by a full letter grade. There will be two scheduled meetings on the Couer d'Alene campus that you must attend as well. Please make note of these dates so you do not miss these in-person classes. [To maximize protection from the Delta variant and prevent spreading it, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present, at least through the post-holiday weekend infection window \(Friday, Sept. 17\)](#)

Reading and Discussions

Assigned reading for each week will be available in that week's folder. It will be a mixture of web articles, scholarly articles, and other professional publications. The discussion board prompt will be based on the weekly reading and will also be an opportunity to discuss issues that come up in your internship. Each weekly post is worth 20 points: 10 points for your initial post and 5 points for each of your follow up posts to peers (min 2 required). Your final grade in this category will be based on the top 10 scores you got for the 14 REQUIRED posts. Please remember, you MUST post each week to receive credit for attendance. See the Attendance policy for more information.

Each weekly class folder will be available one week in advance for those of you who have time management concerns and want to stay a little bit ahead.

Final Exam Policy

A final exam will not be given.