



## Course Information

Social Work 486.70  
Field Seminar II: 2 Semester Credit Hours  
Spring 2023

## Instructor Information

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## 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](http://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](http://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* (6<sup>th</sup> 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.

**Below is a list of assignments. For instructions see Canvas Prompts.**

Assignment	Points	EPAS Core Competencies covered
Discussion Boards (2)	25 points each for a total of 50 points	All competencies
On-site Seminar (2) Week of January 30 <sup>th</sup> options will be presented the week before to attend Week of April 24 <sup>th</sup> options will be presented the week before	100 points each for each Intensive attendance for a total of 200 points	All competencies
Ethical Dilemma Activity	150 points	All competencies
Assessment/Presentation	150 points	
Engagement Video	150	All competencies
Zoom-Video Connect/Reflection	75 points each for a total of 150 points	All competencies
Evaluation of Practice	150 points	Competency 5
<b>Total possible points</b>	<b>1000 points</b>	

## Final Grade Point Table

Grade	Points required
<b>A</b>	1000-930
<b>A-</b>	929-900
<b>B+</b>	899-870
<b>B</b>	869-830
<b>B-</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	January 17-22 Introduction & syllabus	Canvas	Syllabus, Field Manual	Canvas Discussion 1
2	January 23-29 Introduce Capstone 3 – Policy <b>Intensive options the provided the week before</b>	CDA	Review Learning Contracts REAMERS	In-Class Activity: Ethical Dilemma Group Presentation Capstone 1 <b>Attendance Mandatory 1:30 pm – 5:00 pm ZOOM</b>
3	January 30 -February 5	Canvas	Introduce Engagement Capstone 6 Readings on Engagement	Quiz to select order of preference for 20 minute engagement video
4	February 6-12	Canvas		Group A presents video Engagement Capstone
5	February 13-19	Canvas	Introduce Directions & Rubric for Evaluation of Practice Paper	Group B presents video Engagement Capstone
6	February 20-26	Canvas	Weekly Reading in This Week's Folder	Group C presents video Engagement Capstone <b>Zoom Connecting/Reflection</b>
7	February 27- March 5	Canvas	Schedule Exit Interviews with me, you, & your A.F.I. (provide different times)	Group D presents video Engagement Capstone
8	March 6-12	Canvas	Weekly Reading in This Week's Folder	Evaluation Paper due Capstone 9
9	March 13-19	Canvas	Licensing Exam Practice	Licensing Exam Practice
10	March 20-26	Canvas		Zoom Connecting /Reflection Present of Assessment & Intervention
	March 27 – April 2	Spring Break – No Class	SPRING BREAK – No Class	SPRING BREAK – No Class
11	April 3 - 9	Canvas	Introduce & Discuss Assessment & Intervention Presentation	Exit Interviews
12	April 10 - 16	Canvas	No required reading	Exit Interviews



13	April 17 – 23 April 23rd In-Person Seminar	CDA		Presentation of Assessment and Intervention Attendance Mandatory 1:30 pm – 5:00 pm ZOOM
14	April 24 – 30	Canvas		Canvas Discussion
15	May 1 - 7	Canvas	No required reading	
16	May 8 -11	Canvas NO FINAL		Launching

## Descriptive Material Regarding Assignments

### Capstone Assignments

Your assignments and Intensives will serve as a marker for attendance.

### 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 assignments and Intensives will serve as a marker for attendance. There will be two scheduled meetings on the Coeur d'Alene campus that you must attend as well. Please make note of these dates so you do not miss these in-person classes.

### Final Exam Policy

A final exam will not be given.