COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to introduce undergraduate students to the field experience within an agency context and teach students the integration of theory and practice within a Generalist framework.

The course is designed to also facilitate integration of theory and concepts of social work practice learned in class to the field setting. This is accomplished by the student's participation in a seminar class which meets weekly and is designed to provide a forum where linkage and integration occur between classroom learning and practicum experiences. Students are required to complete one written assignment which will constitute a significant portion of their grade but also will be given assignments to be discussed in class designed to address relevant professional issues the student may encounter in the field instruction experience. Students will complete 100 hours in the field setting but will receive time for classroom attendance which may be used to meet the time requirement. Students may be assigned to one primary agency, or rotate into more than one agency setting to complete this requirement. Students may also be required to participate as individuals or within group context in completing their field experience. Students primarily function as PARTICIPANT OBSERVERS in this segment of the field instruction.
REQUIRED TEXTS:


RECOMMENDED TEXTS:


II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to context that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

III. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is a practice perspective that serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework.
- Utilizes multiple interventions at multiple levels, as appropriate
• Addresses the complexity of individual, family, group, organizational, and community system interactions
• Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

IV. COURSE OBJECTIVES (Student learning Outcomes: SLO)

Upon the completion of this course, students will be able to:

1. Demonstrate professional demeanor in behavior, appearance, and communication in a social service agency (PB: EP 2.1.1).
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB: EP 2.1.4).
4. Demonstrate the ability to use the National Association of Social Workers Code of Ethics in making ethical decisions in practice with individuals, families, groups, communities and organizations (PB: EP 2.1.2).
5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB: EP 2.1.4).
6. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (PB: EP 2.1.3).
7. Demonstrate the ability to use supervision and consultation to strengthen knowledge of generalist practice (PB: EP 2.1.1).
8. Recognize and manage personal values in a way that allows professional values to guide practice (PB: EP 2.1.2).
9. Begin to understand the forms and mechanisms of oppression and discrimination when working with individuals, families, groups, organizations, and communities (PB: EP 2.1.5).
10. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB: EP 2.1.9).
11. Demonstrate the ability to attend to professional roles and boundaries in an agency setting (PB: EP 2.1.1)
12. The student analyzes models of assessment, prevention, intervention, and evaluation. (PB EP 2.1.3.2)
13. The student demonstrates effective oral and written communication in working with, and colleagues. (PB EP 2.1.3.3)
14. The student recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB EP 2.1.4.1)
15. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB EP 2.1.4.2)
16. The student recognizes and communicates their understanding of the importance of difference in shaping life experiences. (PB EP 2.1.4.3)
17. The students view themselves as learners and engage those with whom they work as informants. (PB EP 2.1.4.4)
18. The student understands the forms and mechanisms of oppression and discrimination. (PB EP 2.1.5.1)
19. The student advocates for human rights and social and economic justice. (PB EP 2.1.5.2)
20. The student engages in practices that advance social and economic justice. (PB EP 2.1.5.3)
21. The student uses practice experience to inform scientific inquiry. (PB EP 2.1.6.1)
22. The student uses research evidence to inform practice. (PB EP 2.1.6.2)
23. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (PB EP 2.1.7.1)
24. The student critiques and applies knowledge to understand person and environment. (PB EP 2.1.7.2)
25. The student analyzes, formulates, and advocates for policies that advance social well-being. (PB EP 2.1.8.1)
26. The student collaborates with colleagues and clients for effective policy action. (PB EP 2.1.8.2)
27. The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (PB EP 2.1.9.1)
28. The student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB EP 2.1.9.2)
29. The student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. (PB EP 2.1.10(a).1)
30. The student uses empathy and other interpersonal skills. (PB EP 2.1.10(a).2)
31. The student develops a mutually agreed-on focus of work and desired outcomes. (PBEP 2.1.10(a).3)
32. The student collects, organizes, and interprets client data. (PB EP 2.1.10(b).1)
33. The student assesses client strengths and limitations. (PB EP 2.1.10(b).2)
34. The student develops mutually agreed-on intervention goals and objectives. (PB EP 2.1.10(b).3)
35. The student selects appropriate intervention strategies. (PB EP 2.1.10(b).4)
36. The student initiates actions to achieve organizational goals. (PB EP 2.1.10(c).1)
37. The student implements prevention that enhances client capacities. (PB EP 2.1.10(c).2)
38. The student helps clients resolve problems. (PB EP 2.1.10(c).3)
39. The student negotiates, mediates, and advocates for clients. (PB EP 2.1.10(c).4)
40. The student facilitates transitions and endings. (PB EP 2.1.10(c).5)
41. The student critically analyzes, monitors, and evaluates interventions. (PB EP 2.1.10 (d).1)
V. INSTRUCTIONAL METHODS

Field Instruction requires the student to begin the process of understanding how and why classroom knowledge is integrated into the field setting. Students will function as Participant Observers in the assigned agency. Students will maximize learning in the field setting through completion of assigned readings, classroom discussion and completion of a written assignment. Students will be required to create and maintain a journal of events and learning experiences that relate to the course objectives. Journals will be reviewed twice during the semester and students will be encouraged to share journal entries in the classroom setting.

Field Instruction will be directed by the Director of Field Instructor or his/her designee (BSW Field Coordinator). Students are not to contact an agency about the field placement until they receive permission from the BSW Field Coordinator.

Class attendance and discussion are important. Students will be expected to turn in assignments at the scheduled time. Failure to do so without prior permission will result in a grade of 0. Permission to turn in an assignment late will be based on the "excused absences" policy listed in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin).

VI. COMPUTER REQUIREMENTS

This course will utilize Blackboard ( Desire to Learn (D2L)) to support the delivery of course content (for help with Blackboard go to http://d2l.sfasu.edu). The student will need basic skills regarding the use of a word processor and web browser. The student must have access to a computer that meets the minimum requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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| 1    | 01/19| Introduction/Course Overview  
- Student/school/agency expectations  
- Transition from a student to a professional social worker  
- Generalist practice and diverse agency services |
|      |      | Readings: Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino, p. 1-17 |
| 2    | 01/26| Overview of Field Instruction  
- Mission, goals, objectives  
- Organizational structure and social work  
- Historical and current social work functions  
- Social policy and social work functions in an agency  
- Profile of client systems and eligibility criteria  
- Oppressed/disadvantaged populations and services |
| Week 3 | 02/02 | **Overview of Field Instruction (cont’d)**  
- Social policy and social work functions in an agency  
- Profile of client systems and eligibility criteria  
- Oppressed/disadvantaged populations and services  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
|---|---|---|
| Week 4 | 02/09 | **Overview of Social Work and the Agency Setting**  
- Social worker function  
- Diagnostic vs. function approach  
- Agency expectations  
- Licensure and standards  
- The Code of Ethics and the agency setting  
- Personal vs. professional values in the agency setting  
- The concept of professional self  
**Readings:** Timberlake et al, p. 18-36 |
| Week 5 | 02/16 | **Theory and Concept Base of Generalist Practice**  
- Human behavior and the social environment/ Human Development  
- Systems theory  
- Diversity and oppression  
- Critical thinking  
- Problem-solving  
- Person-in-situation  
- **Participation Activity # 1 Due in class Week 6**  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 6 | 02/23 | **Overview of Generalist Practice**  
- SFASU definition of generalist practice  
- Elements of the generalist practice perspective  
**Readings:** SFASU School of Social Work website, Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 7 | 03/01 | **Overview of Generalist Practice (cont’d)**  
- Areas of intervention: Individuals, families, small groups, organizations, and communities  
- **Participation Activity # 2 (In class discussion)**  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 8 | 03/08 | **The General Method and the Agency Setting**  
- Stages of the general method: An overview  
- Engagement in the agency setting  
- Observation and analysis: problem identification, feelings, goals, diversity of client systems, discuss professional organizations and affiliations  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 09  | 03/15 | **The General Method and the Agency Setting (cont’d)**  
Observation and analysis: problem identification, feelings, goals, diversity of client systems, discuss professional organizations and affiliations  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
|---|---|---|
| Week 10 | 03/22 | **Journal Submission # 1 Due**  
**Data Collection and the Agency Setting**  
• The professional interview |
| Week 11 | 03/29 | **Data Collection and the Agency Setting (cont’d)**  
Observation and analysis: context; relationship; questioning, responding, listening and clarification assessment, intervention, evaluation, and termination  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 12 | 04/05 | **Paper Assignment Due**  
**Generalist Social Work Practice and Diversity in the Agency Setting**  
• Units of service: individuals, families, groups, organizations, and communities  
• Rural, urban, and suburban client systems  
• **Participation Activity # 3 (In class discussion)** |
| Week 13 | 04/12 | **Generalist Social Work Practice and Diversity in the Agency Setting (cont’d)**  
• Minorities  
• Oppressed groups  
• Special populations  
**Readings:** Agencies’ Policy and Procedure Manual; Timberlake, Farber, & Sabatino (2008) |
| Week 14 | 04/19-04/26 | **Journal Submission # 2 –04/26/16**  
• Patterns and Consequences of Oppression and Discrimination in the Agency Setting  
• Current Issues of Oppression and Discrimination in the Agency Setting |
| Week 15 | 05/03 | **Course Summary and Evaluations** |
| Week 16 | 05/10 | **Finals Week- No Final Exam for this Class** |
VIII. COURSE REQUIREMENTS

This course requires 100 hours of field experience. Students are placed in an agency-based setting under professional social work supervision during the 16-week semester. Students also attend a one hour weekly classroom seminar. Classroom hours and agency based experience are combined to meet the 100 hour requirement.
A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: Major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of “0” on that exam. The instructor will schedule make-up exams.

D. Quizzes: Quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at any time during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments Written by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.
GRADING: ASSIGNMENTS

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Initial Visit</td>
<td>50</td>
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<tr>
<td>Final Visit</td>
<td>100</td>
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<tr>
<td>Paper Assignment</td>
<td>100</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>150</td>
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<tr>
<td>Journal Review (2 @ 40 pts. each)</td>
<td>80</td>
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<td><strong>Total</strong></td>
<td><strong>480</strong></td>
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**GRADING SCALE:**

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>480-432</td>
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<tr>
<td>B</td>
<td>431-384</td>
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<td>C</td>
<td>383-336</td>
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<td>D</td>
<td>335-288</td>
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<td>F</td>
<td>287 or Less</td>
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A grade for SWK 300 will come from a combination of the Field Practicum experience and the written assignments. The Field Coordinator will assign the final grade for SWK 300.

**COMPLETION OF ALL FIELD HOURS IS REQUIRED FOR THIS CLASS. FAILURE TO COMPLETE ALL FIELD HOURS IN CURRENT SEMESTER WILL REQUIRE REPEAT OF COURSE.**

**Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1. All incidents will result in a grade of “0”.

Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

“Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by University policy on penalties for cheating and plagiarism. Faculty are responsible for providing information about academic integrity and education for maintaining academic honesty during their regular coursework. Course syllabi provide information about penalties and the appeal process.” (SFASU Policy A-9.1)

**Definition of Academic Dishonesty**

“Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including
citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.” (SFASU Policy A-9.1)

“Plagiarism:Courtesy and honesty require that any ideas or material borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of the ideas thus taken from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgments is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.” SFASU Student Handbook

“A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the following procedure.” (SFASU Policy A-9.1)

“The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s)’ explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her chair and dean in making these decisions. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course.” (SFASU Policy A-9.1)

“After a determination of dishonesty, the faculty member shall notify the Office of the Dean of the student’s major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student’s record and shall remain on file with the Dean’s office for at least four years. The Dean shall refer second or subsequent offenses to the University Committee on Academic Integrity established under this policy. The faculty member shall also inform the student of the appeals process available to all SFA students (Policy A-2).” (SFASU Policy A-9.1)

SFASU Policy A-9.1 is available at http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. Students with Special Learning Needs and Disabilities

Students requiring course adaptations or accommodations should contact the SFASU Disability Services Office. The office is located in Human Services Bldg., Room 325. Students may also contact them by telephone at (936) 468-3004 or (936) 468-1004 (TDD). For additional information go to www.sfasu.edu/disabilityservices/index.htm. University procedures will be followed related to students with special learning needs and disabilities.
This assignment is designed to help students identify practice behaviors, which augment the Ten Core Competencies, as they are demonstrated by social workers in generalist social work settings.

INSTRUCTIONS: This assignment due date will be assigned by the course instructor and the BSW Field Coordinator. It is worth 100 points. Each student is to do her/his own work in a manner consistent with the University policy on intellectual integrity and plagiarism. Students should prepare professionally typed responses to each question. All references must be appropriately cited as dictated by the APA guide (6th edition). Information from previous courses as well as SWK 215 will be helpful in preparing your responses. Please answer all questions completely and in a professional manner. Please use examples to illustrate your answers. Much of your learning will take place from an observational perspective.

I. Social Work/Social Welfare History

   A. Explain one historical event that has had a major impact on the services delivered by your agency. Explain why this event is significant. What is the primary purpose of the agency? What social problems or social issues does the agency address? How do agency services advance human rights? How does this agency address social and economic justice? EPAS 2.1.5, PB 5.1, 5.2, 5.3

   B. What is the purpose of social work in your agency? Describe some of the functions of social workers in the agency. Why, in your opinion, are social workers best suited for these functions? Explain how social workers impact the delivery of services to consumers. How long have social workers been delivering services in your agency? EPAS 2.1.3, PB 3.1, 3.2, 3.3

II. Structure of Services and Institution

   A. Describe your field placement agency? Is it Public or Private? What is/are the primary sources of funding for the agency? What is the general philosophy of your agency in delivering services? Identify one policy that affects clients in your agency. EPAS 2.1.8, PB 8.1, 8.2

   B. Describe the type of services provided by the agency. Explain and describe the following: focus of services (issues addressed), types of services provided, eligibility criteria, and client population (age, ethnicity, religion, socioeconomic level, education, etc.). Choose one of the issues addressed by your agency and explain its global status. EPAS 2.1.7, PB 7.1, 7.2
C. What is the governing structure of your agency? Explain how your work unit fits within this structure?

D. How does the agency evaluate practice? How is the information used to improve service delivery? How do employees remain current with practice related research and information? EPAS 2.1.6, PB 6.1, 6.2

E. How is your agency different or similar to one of your colleague’s (fellow students) field placement agency? How do these differences enhance or impede service delivery? EPAS 2.1.9, PB 9.1, 9.2

F. Explain some of the characteristics that a social worker could have in order to be effective working in your agency. Would you consider working for this agency? Explain in detail your response. EPAS 2.1, PB 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

III. Generalist Social Work Practice/Ethics and Values

A. Define generalist practice and discuss your observations of social work practice with individuals, families, groups, communities and organizations. Illustrate your knowledge of generalist practice with specific examples from your agency. EPAS 2.1.10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13

B. Discuss the following concepts in relations to the kinds of situations social workers experience in the agency that cause them to behave in an ethical manner.

1. Confidentiality
2. Dual Relationships
3. Cultural Competence and Social Diversity EPAS 2.1.4, PB 4.1, 4.2, 4.3, 4.4
4. Social Workers' Ethical Responsibilities to Colleagues
5. Social Workers' Ethical Responsibilities to Professionals EPAS 2.1.2, 2.1, 2.2, 2.3, 2.4

Instructor will give directions regarding submission of assignments.

Please refer to the course schedule for the due date.
STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

SWK 300 FIELD
INSTRUCTION

JOURNAL ASSIGNMENTS

The journal or log is a tool to help you integrate your field experience and your classroom learning. Journaling will enable you to explore your reactions to the agency, to your clients, and to your professional development. **EPAS 2.1.1, PB 1.1, 1.2, 1.3, 1.4, 1.5, 1.6.** Write in your journal about the experiences which affected you during the day in your field placement. What events challenged your values or raised feelings in you? What events forced you to use your judgment or creativity? What social work concepts assist you in understanding your observations? What practice behaviors did you observe your Field Instructor demonstrating?

**Getting Started:** It is recommended that you choose a particular time and a special place to write in your journal. Before you begin, sit quietly, breathe deeply. Take a few minutes to center yourself. Always keep a writing pad to be able to quickly capture your experience.

**Step 1:** Review the activities of the day in field, and then consider the following:

Is there a conversation or event that you feel you need to look at more carefully? Do you have unresolved feelings about what someone said or did? About something you said observed or did? Have you been thinking of words you wish you had said or an action you wish you had taken? Was there a time when you felt a strong emotion (joy, anger, hurt, concern, disappointment, and sadness)? Why might this emotion have surfaced?

Where did you put most of your energy? How would you chart your emotions for a particular day? How are you affected when you feel you lack the knowledge or skills to work with a particular client or situation? What have you learned about social work?

Are there explanations you would like to give for why you took a particular action or failed to act? Are there questions you have about a client? A value? A policy? Was there a time when you experienced an insight or made a connection between theory and practice?

**Step 2:** Write your response to the questions posed above. Be specific in your responses in identifying theoretical and practical concepts. You may select to write on one thought, feeling, or idea that seemed most significant for that particular day in field. Use the journal to reflect on what you are discovering about yourself.

**Step 3:** Make a list of the activities you performed that day in field.

Please refer to the course schedule for the due dates of Journal Submissions 1 and 2.
**BIBLIOGRAPHY**


International Federation of Social Workers (IFSW) http://www.ifsw.org/


