

**UNIVERSITY OF TEXAS AT EL PASO**  
 Bachelor of Social Work Program  
**SOWK 4281**  
 GENERALIST FIELD SEMINAR I

**Instructor:** Marina C. Gallardo, MSSW, LMSW      **Office/Phone:** CHS RM 435/747-7292  
**Term:** Fall 2020      **Office Hours:** M&W 9:00am-10:00am

**Meeting Times:**      **E-Mail:** mcgallardo@utep.edu  
**M 10:30am - 12:20pm**  
**W 10:30am - 12:20pm**  
**Zoom**

**Social Work Program Office: 747-5095**

**I. COURSE DESCRIPTION**

SOWK 4281 is a capstone seminar that enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice. Prerequisites: Formal admission to field placement SOWK 3320, 3330, 3355 and 3358. Co-requisite: 4480. It is recommended that SOWK 3358 be taken concurrently with SOWK 4281.

Competencies & Related Assignments	Linked Assignment (s)
EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.	1-5
EP2.1.2 Apply social work ethical principles to professional practice.	2, 5
EP2.1.3: Apply critical thinking to inform & communicate professional judgments.	1-4
EP2.1.4: Engage in practice-informed research and research-informed practice	2,3,4
EP2.1.5 Engage in Policy Practice	1,5
EP2.1.6: Engage with individuals, families, groups, organizations, and communities	1,3,4
EP2.1.7: Assess individuals, families, groups, organizations, and communities	1-4
EP2.1.8. Intervene with individuals, families, groups, organizations and communities	1-5
EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities.	1-5

## II. COURSE OBJECTIVES

### KNOWLEDGE

1. To understand the role of theory as part of practice in multicultural, border region setting and in micro, mezzo and macro social systems.
2. To understand the constraints and opportunities in service delivery to clients within organizational contexts of social service agencies.
3. To understand the nature of evaluating self in practice.

### VALUES

4. To recognize and acknowledge the professional self in practice.
5. To recognize, acknowledge, and validate client diversity.
6. To commit to ethical professional relationships in service delivery.
7. To promote social and economic justice.
8. To validate the need for specialized services for populations at risk.
9. To acknowledge the dignity and worth of the individual in all service.

### SKILLS

10. To demonstrate the ability to differentiate between personal and professional values and identify how these may create ethical practice dilemmas.
11. To demonstrate the ability to conduct focused, goal oriented interviews with individuals and families.
12. To demonstrate the ability to apply critical thinking through problem solving methods to assessment and the identification of problems.
13. To demonstrate the ability to develop comprehensive bio-psycho-social assessments and goal oriented intervention plans.
14. To demonstrate the ability to assess client strengths and resources.
15. To demonstrate the ability to identify how external environmental, social, and ethno cultural factors affect how vulnerable, exploited or oppressed populations respond to social service agencies and/or social work intervention at the micro, mezzo and macro levels.
16. To demonstrate the ability to use problem solving skills to identify and assess individual, family, group or community needs at the mezzo level and the use of known community resources for referral purposes.
17. To demonstrate the ability to utilize state of the art social sciences publications and academic research to enhance and/or improve generalist social work practice at the micro, mezzo, or macro levels.

### III. REQUIRED TEXTS

\*\*\*\* SUBSCRIPTION to Tevera\*\*\*\* No purchase is necessary. Go to [utep.tevera.app](http://utep.tevera.app) to set up your account.

- 1) Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>
- 2) Field Manual of the UTEP Program
- 3) Required reading packet on reserve in the library.
  - a) Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (3<sup>rd</sup> ed.). New York: Pearson Education, Inc.
    - i) Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 52-61.
    - ii) Birkenmaier & Berg-Weger, from Chapter 5 - Gathering Information - pages 98-99.
    - iii) Birkenmaier & Berg-Weger, from Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 108-113 and 122-124.
    - iv) Birkenmaier & Berg-Weger, from Chapter 9: Social work Practice and the Legal System, pages 196-201.
  - b) Cummins, L., Sevel, J. & Pedrick, L. (2012) *Social Work Skills for beginning Direct Practice* (3<sup>rd</sup> ed.)
    - i) Cummins, L., Sevel, J. & Pedrick, L. Chapter 1- An Introduction to Social Work and the Helping Process – pages 2-12.
    - ii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 9 – The Assessment Process- pages 182-188.
    - iii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268
  - c) Kirst-Ashman, K. & Hull Jr. G. (2006) *Understanding Generalist Practice* (4<sup>th</sup> ed.)
    - i) Kirst-Ashman, K. & Hull Jr. G. Chapter 1: the Generalist Intervention Model pages 25-38. (Critical thinking) & Planned change.
    - ii) Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual- pages 43-62.
  - d) Royse, D. Dhooper, S. S. & Badger K. L. (2018). *Field instruction: A guide for social work students* (7<sup>th</sup>ed.). New York: Pearson Education, Inc.
    - i) Royse, Dhooper & Badger, Chapter 1. The Student Intern: Learning New Roles pages 1-10.
    - ii) Royse, Dhooper & Badger, Chapter 4: Learning New Roles, pages 71-75.
    - iii) Royse, Dhooper & Badger, chapter 5: Context in Which Social Workers Operate, page 100-101
    - iv) Royse, Dhooper & Badger, Chapter 6: Diversity, pages 138-143.
    - v) Royse, Dhooper & Badger, Chapter 8: Legal and Ethical Concerns, pages 203-212.

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#### IV. COURSE OUTLINE

##### Aug. 24, 26 WEEK 1

Overview of the Field Practicum Experience  
Review of Readings and Assignments  
Review of Field assessment, Learning Agreement, Field Logs

Discussion The role of Critical Thinking in the practicum and as social workers  
Learning agreement exercise

Readings i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1:the Generalist Intervention Model pages 25-26  
(Critical thinking) & 26-38(Planned change).

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##### Aug. 31, Sept.2WEEK 2

Discussion Review of the Problem Solving Model  
Agency context and analysis

Readings Birkenmaier & Berg-Weger, From Chapter 5 - Gathering Information - pages 110-111.

##### Sept 7, 9 WEEK 3

Discussion Review of person in the environment ("PIE") models  
Safety in the agency context

Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with  
Individuals and Families, pages 121-127  
Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 56- 74.

##### **Due** Journal 1

Agency Intake and/or Assessment forms  
Agency Safety Policy

##### Sept. 14, 16 WEEK 4

Discussion The use of supervision

Readings Royse, Dhooper & Rompf, Chapter 4: Learning New Roles, pages 65-69.  
Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual-  
pages 43-62.

##### **Due** Agency Task list

**Sept 21, 23 WEEK 5**

Discussion Interviewing Skills  
Initial client contact  
*Lawrence Shulman Quick Guide I, II*

Readings Birkenmaier & Berg-Weger in Grobman, Chapter 19: Good Habits for Practicum, pages 161-168.

**Due** **Journal 2**  
**LEARNING AGREEMENT**

**Sept. 28, 30 WEEK 6**

Discussion NASW Code of Ethics  
Ethical Dilemmas  
*Lawrence Shulman Quick Guide III, IV, V*

Readings Royse, Dhooper & Rompf, Chapter 8: Legal and Ethical Concerns, pages 189-198 (Ethical Dilemmas)  
Birkenmaier & Berg-Weger, pages 233-239 (Confidentiality).

**Oct.5, 7 WEEK 7**

Discussion Working within agencies, Policy & Ethics  
Readings Royse, Dhooper & Rompf, chapter 5: Context in Which Social Workers Operate, page 91

**Due:** **Journal 3**

**Oct. 12, 14 WEEK 8**

Readings Royse, Dhooper & Rompf, Chapter 6: Diversity, pages 131-13

**Oct. 19, 21 WEEK 9**

Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 138-141 (Evidence Based Practice)

**Due:** **Journal 4**

**Oct. 26, 28 WEEK 10**

Readings Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268

Nov. 2, 4 WEEK 11

**Due:** Journal 5

Nov.9, 11 WEEK 12

**Due:** Agency Analysis Paper  
Interviews  
Interviewing Skills Part 1

Nov. 16, 18 WEEK 13

**Due:** Journal 6

Nov. 23, 25 WEEK 14

**Due:** Interviewing Skills Part 2

Nov. 30, Dec.2 WEEK 15

**Due:** Journal 7

Week 16 Final

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## V. COURSE ASSIGNMENTS AND GRADING

### 1. Agency Analysis 200

The goal of this assignment is for students to demonstrate competence in the use of social work values to critically analyze the functioning of the agency or department where they are completing their field practicum.

The motivation for this assignment comes out of Courtney and Specht's (1994) indictment of the social work profession for having "... abandoned its mission to help the poor and oppressed... (p. 4). Although El Paso-region social services agencies strive to make fair and just provision of services a primary goal, it is not uncommon for *goal displacement* to occur as agencies strive to keep their doors open in today's resource-scarce environment. As a result social workers may find themselves working in agencies that are drifting in the direction of abandoning the mission to help the poor and oppressed. With this in mind, this assignment examines student's competence in applying social work values in the critical analysis of agency policies.

- 1) Agency and Social Work Policy Context
  - a) Identify the agency where you are completing your field placement. State the agency mission, and the mission of the department in which you are working if it differs from that of the agency.
  - b) Describe the services offered by the agency or department
  - c) Describe how the agency rations these services.
  - d) Authority
    - i) Where does the agency get authority to provide services?
    - ii) Where do agency social workers get authority to provide services?
  - e) From a social work values perspective, how are clients perceived by agency staff.
- 2) Fair and Just Provision of Services (Application of Social Work values)
  - a) To what extent and in what areas does the agency fulfill or fail to fulfill its mission?
  - b) How do the agency's sources of authority influence fair and just provision of services?
  - c) How does service rationing influence achievement of social justice?
  - d) How does perception of clients by agency staff influence service provision from a values perspective?
  - e) Identify social work values conflicts or ethical dilemmas that result from the way the agency or department provides services.
- 3) Policy Practice
  - a) Identify, describe and discuss policies that could be changed to make service provision more just.
  - b) What barriers to these changes do you see?

The assignment will be in the form of paper written as narrative with headings as indicated in the outline above. Your paper will not be evaluated based on length but rather on the following: (1) integration of social work knowledge, skills, values, and personal insight; (2) incorporation of diversity issues in the critique of the

agency; (3) clarity of thoughts and writing; (4) quality of information shared; (5) critical thinking; and, (6) thoroughness in covering the identified topics regarding items listed above.

**Journals: (40 points each for a total of (280 points)).**

The goal of each log will be to demonstrate ongoing growth in the student's ability use social work knowledge, values and skills in the field setting. Every two week a log will be due. An assignment guide will be made available in class. You must finish each section of the guide in order for your log to be considered complete. Logs are due on the scheduled due date.

**1) Attendance and Participation - (120 points)**

Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, **students who miss more than two classes will be withdrawn from class** with a grade of W or D. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting. Students who withdraw from their field placements must do so prior to the University Drop Deadline. In accordance with social work competencies on professionalism and responsibility to colleagues and clients; students will be responsible for notifying their field placement agency and their Field Liaison of their withdrawal from Field Instruction and Field Seminar within 3 working days of withdrawal. These two classes are taken concurrently and if one course is dropped the other must also be dropped. Formal notification to both the field agency and field liaison should occur both verbally and in writing. Failure to provide notification of withdrawal or if the withdrawal occurs after the University Drop Deadline will result in a grade of "F" in Field Seminar and "U" in Field Instruction. An "F" in Field Seminar or "U" in Field Instruction will result in immediate termination from the social work program. Neither Field Seminar nor Field Instruction may be repeated.

Students are expected to participate in all classroom activities in a constructive, supportive, professional and respectful manner. The instructor reserves the right to adjust students Attendance and Participation **grade based on the instructor's perception of student's participation**, and may give a student a grade of "0" based solely on her subjective assessment of a student's participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.



**VI. Review of Assignments:**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Assessment or Intake and Agency Safety Policy	Sept. 7(M) Sept. 9(W)	50
Learning Agreement	Sept 21 (M) Sept 23 (W)	100
<b>Agency Analysis Paper and Presentation</b>	Nov. 9 (M) Nov 11 (W)	200
7 Journals (40 points each)	As scheduled	280
Attendance and Participation	Ongoing	120
Interviews Shulmans Guide to interviewing	Nov 9, 11 Part 1 (125pt.)  Nov. 23/25 Part 2 (125pt.)	250
<b>Total</b>		1000

The scale for grading is as follows:

- A = 90-100%
- B = 80- 89%
- C = 70 -79 %
- D = 60-69%
- F = Below 60 %

**VII. TIME SHEETS**

Weekly time sheets must be submitted every week in Tevera. Failure to comply with weekly submission will reflect in your overall grade.

**VII. CLASS POLICIES**

**Confidentiality:** Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the

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conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

### **ACADEMIC DISHONESTY**

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

### **SOCIAL WORK DEPARTMENT POLICY ON ACADEMIC DISHONESTY**

UTEP's policies on academic dishonesty are important to the Social Work Program. Social work, like other professions, is based on ethics and values. A key professional value, identified by the Code of Ethics of the National Association of Social Workers (NASW), is integrity. Synonyms for integrity are honor, honesty, truthfulness, veracity, reliability and uprightness.

Integrity is important to Social Workers because we encounter people when they are most vulnerable. Also, our input as professionals can change the course of people's lives. Based on our verbal or written opinions people can be labeled as having emotional issues, convicted of breaking laws, have their children removed from the home, be committed for observation for psychiatric problems, and so forth. It is important that social workers are competent to assess a person, diligent about producing accurate documentation, and respectful of even their most vulnerable or difficult clients.

In addition to requiring students to avoid academic dishonesty themselves, the Social Work Program supports a student Honor Code. The student Honor Code acknowledges that when a student cheats it hurts not only other students, but damages the cheater as well. As a group, social workers are responsible for monitoring the professional conduct of their peers. The Honor Code is the mechanism by which UTEP social work students protect the integrity of the group.

#### **Late assignments:**

All assignments must be submitted electronically to the instructor's email address. No late assignments will be accepted **for any reason**. Given that all assignments are listed in the syllabus, you should begin working on them as soon as possible. This way you can turn in the assignment on time or early, even if you experience a personal or medical crisis.

**Attendance and the Drop Deadline:** University policy states that students who miss three or more classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks, or an F if the total of class sessions missed exceeds three after the first four weeks of the course. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

#### **Use of technology in the classroom**

**LAPTOPS MAY BE USED DURING CLASS FOR NOTE TAKING ONLY.**

**CELL PHONES SHOULD BE PLACED ON MUTE OR SILENT DURING CLASS.**

**If you receive a message during class or a call please step outside to answer or reply. If you text or talk on your phone in the classroom you will be asked to leave and you will be counted as absent.**

**NO TEXTING DURING CLASS.**

**PLEASE DO NOT USE ANY OTHER TECHNOLOGICAL DEVICE DURING CLASS TIME.**

**Accommodations:**

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. The CASS determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at (915) 747- 5148 or [cass@utep.edu](mailto:cass@utep.edu).

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**Classroom Behavior:**

Students are expected to treat all other in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing). The culture of the learning environment is one of challenging ideas not individuals. **Personal attacks will not be tolerated.**

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

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# Netiquette in online education

The rules for online learning and classroom learning are virtually the same: You have to study, take notes, attend classes and participate in discussions. In the classroom, your words, gestures, posture and facial expressions communicate your thoughts and observations to your classmates and teachers. But how do you express yourself online, where the written word is all they see?

During your online degree program, you will frequently be asked to participate in online discussions and will occasionally do peer reviews of your classmates' work. Here are 10 rules of netiquette that will help you successfully communicate as you learn online.

1. **Make sure identification is clear in all communications.** Begin with a salutation ("Hi, Jason!") and end with your signature ("Hannah Kay, Criminology 101").
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Don't assume everyone understands where you're coming from.** Sarcasm and wit is often the spice of in-person conversation, but in online discussion, it can not only lose its edge, it can bite! In your high school classroom, all students were the same age, came from similar backgrounds and lived in the same area. In contrast, your online classroom is made up of people of all ages and cultures who have varied backgrounds, lifestyles and geographic locations. With this in mind, review what you wrote before contributing to the conversation and ask yourself, "Will *everyone* get the joke?"
5. **Don't spam.** Please don't take advantage of your connection with the other students in your online classroom to forward emails and links regarding your political/spiritual beliefs or to sell your services.
6. **Use emoticons.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion.
7. **Respect others' privacy.** Don't give out another student's personal email address without permission.
8. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
9. **Follow the rules.** Just as your online college posts guidelines related to [academic integrity and student expectations](#), online forums also have rules of conduct. Make a point to read them every time, as they can vary from class to class.
10. **Forgive and forget.** If you're offended by something another student says online, keep in mind that you may have misunderstood their intentions. Give them the benefit of the doubt.

At UTEP, your success as a student, whether online or in the physical classrooms, is our priority. If you are interested in learning more student success tips, follow our [blog](#) and our [Facebook](#) and [LinkedIn](#) pages for daily ideas and suggestions. And if you are not yet one of our students, or are considering starting or finishing a degree online, explore your options in a discussion with our enrollment team. Reach out to us, and one of our enrollment counselors will contact you directly to answer any questions related to UTEP Connect and [our 100%-online bachelor's, master's, and certificate programs](#).

To learn more information on netiquette go to this page

<https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html>

## Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

### Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):

Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

**915.747.5662** [svasquez@utep.edu](mailto:svasquez@utep.edu)

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

**915.747.8694** [rholmes@utep.edu](mailto:rholmes@utep.edu)

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

**915.747.5648** [cmandalis@utep.edu](mailto:cmandalis@utep.edu)

### Related Resources

- Center Against Family Violence Hopelines: **915.593.7300** or **1.800.727.0511**
  - For crimes, contact the El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
  - For suspected abuse of children or older persons people, Child/Adult Protective Services **1-800-252-5400**.
  - National Domestic Violence Hotline **1-800-799-SAFE (7233)**.
  - Respect Is (Dating Abuse Prevention) at [loveisrespect.org](http://loveisrespect.org)
- Other national organizations include: TitleIX.info and the National Sexual Violence Resource Center.

### Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. [elpaso.nami@dshs.state.tx.us](mailto:elpaso.nami@dshs.state.tx.us) or **(915) 534-5478**

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INTRODUCTION TO GENERALIST FIELD SEMINAR  
SOWK 4281  
Field Log Submission Form

Student Name \_\_\_\_\_ Log # \_\_\_\_\_  
 Placement \_\_\_\_\_ Field \_\_\_\_\_  
 Site \_\_\_\_\_ Supervisor \_\_\_\_\_

List the activities in which you engaged over the past week. Indicate if they are new placement experiences or not.

Activity	New?	Competence

- 1) Describe your positive and/or negative emotional reactions to your experiences this week:
- 2) Think about and describe the impact of your values, social work values, agency values and/or client values on your practice-related experiences:
- 3) How did diversity influence your experiences this week? Remember to define diversity broadly, and to consider the diversity of all systems in the practicum, including you, your supervisor, various cultures that may influence these and your client(s), etc.
- 4) Integration of Theory with Practice:
  - a) Describe a concept discussed in readings or the class meeting over the past week:
  - b) Describe how you applied or could apply the concept in the field setting. If the concept is difficult to apply to the field setting, explain why.
  - c) clients?)

**INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281**  
Field Log Grading Form

Student Name \_\_\_\_\_  
Log # \_\_\_\_\_

Criteria For A	Criteria For B	Criteria For C	Criteria For D	Criteria For F	Points Earned
Description of reactions to field experience reflects acknowledgement of the impact of feelings on social worker effectiveness.			Description of reactions to field experience reflects failure to acknowledge the impact of feelings on social worker effectiveness.		
<b>2- 1.8</b>	<b>1.7-1.6</b>	<b>1.5-1.4</b>	<b>1.3-1.2</b>	<b>1.1-0</b>	
Excellent use of critical thinking skills in relation to the impact of values on social work practice	Above average use of critical thinking skills in relation to the impact of values on social work practice	Average use of critical thinking skills in relation to the impact of values on social work practice	Below Average use of critical thinking skills in relation to the impact of values on social work practice	Discussion of the impact of values on social work practice reflects poor use of critical thinking skills	
<b>4 – 3.6</b>	<b>3.5 – 3.2</b>	<b>3.1 – 2.8</b>	<b>2.7 – 2.4</b>	<b>2.3 - 0</b>	
Excellent discussion of the influence of diversity in the practicum this week.	Above average discussion of the influence of diversity in the practicum this week.	Average discussion of the influence of diversity in the practicum this week.	Below Average discussion of the influence of diversity in the practicum this week.	Poor or missing discussion the influence of diversity in the practicum this week.	
<b>4 – 3.6</b>	<b>3.5 – 3.2</b>	<b>3.1 – 2.8</b>	<b>2.7 – 2.4</b>	<b>2.3 - 0</b>	
Description of concept well- developed, clear and complete	Description of concept is clear and complete	Description of concept is adequate	Description of concept is incomplete or unclear	Missing, very incomplete &/or unclear description of concept	
<b>2- 1.8</b>	<b>1.7-1.6</b>	<b>1.5-1.4</b>	<b>1.3-1.2</b>	<b>1.1-0</b>	
Excellent application of concept to the field setting	Above average application of concept to the field setting	Average application of concept to the field setting	Below average application of concept to the field setting	Application of concept is missing or not appropriate	
<b>2- 1.8</b>	<b>1.7-1.6</b>	<b>1.5-1.4</b>	<b>1.3-1.2</b>	<b>1.1-0</b>	
Writing in Field Log reflects excellent professional documentation skills.	Writing in Field Log reflects above average professional documentation skills.	Writing in Field Log reflects average professional documentation skills.	Writing in Field Log reflects below average professional documentation skills.	Writing in Field Log reflects unacceptable professional documentation skills.	
<b>2- 1.8</b>	<b>1.7-1.6</b>	<b>1.5-1.4</b>	<b>1.3-1.2</b>	<b>1.1-0</b>	
Student demonstrated excellent analytical skills and applied knowledge	Student demonstrated above average analytical skills and applied knowledge	Student demonstrated average analytical skills and applied knowledge	Student demonstrated below average analytical skills and applied knowledge	Student was unable to demonstrate analytical skills and applied knowledge	
<b>4 – 3.6</b>	<b>3.5 – 3.2</b>	<b>3.1 – 2.8</b>	<b>2.7 – 2.4</b>	<b>2.3 - 0</b>	
<b>Points Earned out of 20</b>					

## INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281

### Agency Analysis

With this project you will provide an overview of the agency where you are doing your field placement. This paper will present a comprehensive overview of the agency, its organizational structure, mission, and programs. Through this assignment you will take a global look at your agency in order to understand its mission and goals and the way in which it attempts to address social problems.

#### 4) 1. Description of the Agency

- a)c) Name and location, and the unit to which you are assigned
- b)d) Summarize the agency's mission statement.
- c)e) Request and include, or develop, an organizational chart
- d)f) Who is your supervisor?
  - i) Describe the types of work activities in which s/he normally engages.
- e)g) Provide a general description of the duties and case loads of any other social workers in the agency
- f)h) What (generally) are the duties of other departments within the organization

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#### 5) 2. Agency Service Provision and Policy

- a)i) Generally, what services are provided by the agency, the unit in which you are practicing, and more specifically by the social worker(s) or unit within the agency where you are doing your practicum?
  - i) Based on what you learned in Generalist Social Work Practice I, identify and describe how social work roles are used in the agency.
- b)j) What are the eligibility requirements to receive services?
- c)k) Identify the three or four agencies or program that refer the most potential clients to the agency
- d)l) Identify the three or four agencies or programs to which your practicum agency most often refers clients
- e)m) Describe the intake process. Include a copy of the intake form if available
- f)n) Describe the assessment process. Include a copy of assessment documents if available
  - i) Describe which systems level(s) the assessment looks at.
  - ii) What information about client strengths does the assessment collect?
  - iii) Within which system level does the assessment tend to place the problem?
- g)o) Generally, are recipients of the agency's services clients or respondents? Explain.
  - i) How does this influence the way services are provided?
- h)p) Provide a copy of the agency's policies related to employee and/or volunteer safety
- i)q) Summarize the agency's policies and/or practices related to maintenance of client confidentiality

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#### 6) 3. Your Practicum Experience

- a)r) Orientation and learning environment
  - i) Describe how you were oriented to the agency (Did you take a tour, read policy manuals, meet people, etc.)
  - ii) Looking back, what was not covered that would have been helpful?
  - iii) Did people in the agency understand your role as a student? Give examples of relationships or interactions that demonstrate their level of understanding.
  - iv) Describe people other than your field supervisor who were helpful in your learning process, and what you learned from them.
  - v) What was your "learning space" like (A desk in a cubicle, a table in the social worker's office, a corner office with a view of the Franklin Mountains, etc.)?

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b) Opportunities for Learning

- i) Describe a typical day in your practicum
  - (1) If there was a lot of variability from day to day in what you did, give some typical examples of activities
- ii) What was the most important thing you learned from the tasks you were asked to perform?
- iii) Describe your typical client encounter.
  - (1) What was the most important thing you learned from these types of encounters?
- iv) Discuss the diversity of the service recipients with whom you had contact. Remember to define diversity broadly
- v) Describe any agency meetings you attended like department meetings, case staffing meetings, quality control or administrative meetings
- vi) List documents you were responsible for completing and submitting

c) Supervision

- i) Describe a typical meeting with your field supervisor.
- ii) Did you and your supervisor have difficulty coordinating weekly one hour meetings?
- iii) What were the five things you learned from your interactions with your supervisor that were most helpful?

**INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281**  
**Agency Analysis -**

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

		5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	Earned
Description of the Agency	Agency and unit identified	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Mission statement summarized	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Organizational chart	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Supervisor work description.	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Other SW's work description	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Other departments' duties	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
Agency Service Provision and Policy	Describes agency services	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Describes Unit services	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Describes Social worker(s) services	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Identification and description of SW roles used in the agency.	8.0 – 7.2	7.1 – 6.4	6.3 – 5.6	5.5 – 4.8	4.7 - 0	
	Eligibility requirements	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Agencies that send clients to practicum agency	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Agencies to refers clients	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Description of the intake process with form.	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Description of the assessment process with document	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Systems level(s) assessed.	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Information about client strengths	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	System level at which assessment places problem	8.0 – 7.2	7.1 – 6.4	6.3 – 5.6	5.5 – 4.8	4.7 - 0	
	Explanation of designation as clients or respondents	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Influence of service recipient type on service provision.	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Policies related to safety	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
Policies and/or practices related to confidentiality	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0		

Practicum Orientation and Environment	Description of orientation	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Describes what was not covered in orientation	8.0 – 7.2	7.1 – 6.4	6.3 – 5.6	5.5 – 4.8	4.7 - 0	
	Analyzes agency understanding of Student Role	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Contributions of people other than the field supervisor	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	What was your "learning space" like	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
Opportunities for Learning	Typical day and/or activities	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Most important thing learned	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Description of a typical client encounter.	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Describes the most important thing learned from client encounters	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Discussion of diversity	8.0 – 7.2	7.1 – 6.4	6.3 – 5.6	5.5 – 4.8	4.7 - 0	
	Description of agency meetings	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
Supervision	List of documents student was responsible for completing and submitting	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Describes field supervisor meetings	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Discusses meeting coordination with supervisor	5.0 – 4.5	4.4 – 4.0	3.9 – 3.5	3.4 – 3.0	2.9 - 0	
	Discusses 5 things learned from supervisor.	8.0 – 7.2	7.1 – 6.4	6.3 – 5.6	5.5 – 4.8	4.7 - 0	
<b>Total Points Earned out of 200</b>							

Comments: \_\_\_\_\_

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Grading Scale

<b>SKILLS OF HELPING -Quick Reference</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
	Response reflects careful consideration of question and excellent use of critical thinking skills	Above average consideration of question and use of critical thinking skills	Average consideration of question and/or use of critical thinking skills	Below average consideration of question and/or use of critical thinking skills	Failure to respond to the question and/or lack of use of critical thinking skills

## Lawrence Shulman

### I. THE PRELIMINARY PHASE

#### **Tuning in:**

**Intellectually and Affectively to self**-how am I responding to the thought of entering into the world of the client system?

**Intellectually and Affectively to the client system**-what do I know about the client system's experience from personal and professional experience, research, and conceptual literature? What is the client system experiencing? What may be the sense of urgency?

### II. THE BEGINNING PHASE (or CONTRACTING)

#### **The 7 areas discussed**

Clarifying Role [Clarification of the Social Worker's Role; including your name and title] A simple statement about the way the worker may help. It should reflect the general function of the social worker and the way the worker functions in the specific setting.

Clarifying Purpose [Clarification of Purpose] - A simple statement by the worker to the client explaining the general purpose of the meeting and services of the agency. A brief statement of purpose or of an agenda should be a part of every session.

Reaching for Client Feedback - An effort to determine the client's perception of his/her needs. The social worker may ask the client to share his concerns related to the purpose of contact and the agency services.

Partializing Client's Concerns - When clients feel overwhelmed by multiple problems, the social worker helps the client focus on one problem at a time or to break large problems into manageable parts. When the client presents a long list of problems, the worker can help by working with the client to prioritize the list of specific problems.

Dealing with Issues of Authority - The social worker informs the client of mutual expectations, confidentiality, and mandatory reporting requirements, such as suspected child abuse.

Supporting the Client in Taboo Areas - The social worker may need to help the client discuss taboo subjects such as sex, money, dependency, death, loss and so on.

Contracting-the needs of the client system, the skills of the worker, and the tasks of the agency converge to specify the basis for the work together. This agreement addresses the question of why we are getting together. The contract forms the "frame of reference for the work that follows and for understanding when the work is in process, when it is evaded, and when it is finished." (Schwartz, 1971, p.8)

### III. THE MIDDLE or WORK PHASE

Sectional Tuning In - Efforts by workers to sensitize themselves to client's concerns and feelings that may emerge during the session.

Sessional Contracting - The social worker will share his/her purpose or agenda and will use focused listening to client's direct or indirect offering of current and urgent concerns.

## **Elaborating Skills – helping the client tell the story**

Containment - Efforts at not acting on the worker's desire to help until the real concern of the client is expressed; allowing the client time to think and respond before "jumping in" to help.

Moving from the General to the Specific - Helping the client to share specific details that help to elaborate an issue raised on a more general level.

Focused Listening - Concentrating on a specific part of the client's conversation.

Questioning - A skill that leads the client to provide more details. Can be open-ended or closed-ended in format.

Reaching Inside of Silences - Efforts to explore the meaning of the client's silence.

Empathic Skills - helping the client share the affective (feeling) part of the message

Reaching for Feelings - Asking the client to share the affective (feeling) portion of the message.

Reaching for Thoughts - Asking the client to discuss the cognitive portion of the message. (Not identified by Shulman)

Displaying Understanding of Client's Feelings - Verbal and nonverbal expressions by the worker that indicate his or her immediate experiencing of the client's emotions.

Putting the Client's Feelings into Words (Empathic Responding) - The social worker senses the client's feelings and puts the feelings into words for the client. Articulating the client's feelings; can be used to demonstrate the worker's understanding of the client's situation.

**Sharing Worker's Feelings Skills - appropriately sharing with the client the worker's own affect (feeling)**

**Making a Demand for Work Skills - involving the client in the work; addressing the client's ambivalence or resistance to work or change**

Partializing Client Concerns - The social worker lists the specific concerns presented by the client; designed to break bigger problems into manageable tasks.

Holding to Focus - Asking the client to stay focused on one theme as opposed to jumping from issue to issue.

Checking for Underlying Ambivalence - Exploring the client's ambivalence that may be hidden by an artificial agreement.

Challenging the Illusion of Work - The worker calls attention to a pattern of behavior in which the client has engaged in conversation with the worker that is empty and devoid of any real meaning; appears rather superficial.

### **Pointing Out Obstacles**

Supporting Clients in Taboo Areas-The worker helps the client talk about difficult topics.

Dealing with the Authority Theme-The worker helps the client encounter the worker as both a nurturing helper and a demanding authority figure.

**Identifying Process and Content Connections**-The worker uses the content of the interaction to make observations about the interaction itself.

**Sharing Data Skills - sharing facts, ideas, and beliefs that the worker has accumulated from experience and can make available to clients**

Providing Relevant Data - Sharing facts, ideas, values, and beliefs relevant to the client's work that are unavailable to him or her.

Data Open to Challenge - The social worker shares his or her feelings about revealing his or her opinion, and then allows client access to his or her view as representing only one reality.

**Helping Client See Life in New Ways (Reframe)** - The social worker reframes a situation in an effort to modify the client's thought patterns creating a more positive thought

**Sessional Ending and Transition Skills - skills designed to bring a session to a close**

Summarizing - Helping a client to identify the main themes of discussion during the session; identifying what has been learned.

Generalizing - Broadening the learning from one experience to a whole category of experiences.

Identifying Next Steps - Helping the client to develop ideas about future actions based on current discussion (usually at the end of a session).

Rehearsal - Giving the client an opportunity to practice/role play some difficult situation they are to encounter; the social worker usually plays the role of the other person.

Identifying "Doorknob" Communications - The skill of identifying comments of significance raised by the client toward the end of the session when there is too little time to deal with them. A doorknob comment may be a signal to the worker of the client's ambivalence about discussing an area of work; the concern is raised at a time it cannot be fully discussed.

#### IV. THE ENDING or TRANSITION PHASE

**The worker prepares the client to bring the relationship to an end and to make transitions to new experiences.**

Pointing out Endings – acknowledging with the client that the helping relationship is ending.

Reaching for Ending Feelings – inviting the client to express concerns about ending the relationship.

Crediting the Client – pointing out specific ways the client has grown and/or developed new skills.

Reaching for Negative Evaluation – inviting the client to point out how the worker could have been more effective.

Identification of Major Learning - The worker asks the client to reflect on their work together and to identify some of the things that have been learned.

Identification of Areas for Future Work - Helping clients to understand that the work will continue after the ending. The worker must help the client create an agenda for future work and to use their experience together to determine how the client can continue to work on these concerns.

Synthesizing Endings Process and Content - The worker helps the client see that the skills developed in dealing with the worker are transferable to other situations.

Transition to New Experiences and Support Systems - Discuss how client can continue to receive support - i.e., transfer of the work to support staff, use of family members, peer group, etc.

From: Shulman, L. (2008). The skills of helping individuals, families and groups (6<sup>th</sup> ed.). Itasca, IL: F.E. Peacock Publishers, Inc.

Original adaptation by Bill Johnson, MSW, 1979; 2008 revision by Preston M. Dyer, LCSW, Dennis Myers, LCSW, and Luoana Rotar, MSW student.

## Interviewing Assignments

This assignment has 5 Parts to it, each part is 50pts. The purpose of this assignment is to provide the student with the tools and skills to be successful when interviewing clients.

**Observe an interview at your placement with permission from your supervisor.** You may report on the one interview by taking notes throughout the interview then breaking it down into the 4 areas of Shulman's Quick Guide for interviewing and addressing the those areas in a written paper. The narrative should include if the interviewer addressed the four areas and give examples of how they did so for each area. Then in a summation of the interview answer what do you believe the interviewer did well and what they could improve on.

**All assignments are typed and turned in on due dates.**

### **Part 1 Due Nov. 16 Mon. Class and Novemeber 18. for Wed. class**

Using Shulman's Quick Guide you will note if you felt the interviewer prepared for the interview. After the interview you will need to ask the person doing the interview how they prepared for this interview and how they **intellectually** and **affectively** tuned into self and how they **intellectually** and **affectively** tuned into the client.  
(50 pts)

The Preliminary Phase

1. Using Shulman's Quick Guide you will note if you felt the interviewer prepared for the interview. After the interview you will need to ask the person doing the interview how they prepared for this interview and how they **intellectually** and **affectively** tuned into self and how they **intellectually** and **affectively** tuned into the client.  
(50 pts)

The beginning phase

2. Shulman's Quick Guide you will report if the interviewer addressed the seven areas discussed in this phase and if you felt the interviewer did so effectively. (50pts)

3. The Middle or Work Phase

Observe an interview and focus on the Middle or Work Phase.  
Using the Elaborating Skills as a guide, Focus on interviewer's use of each and give examples of



how they used them. One example for each.  
(50pts.)

#### 4. The Ending or Transition Phase

Observe a ending or transition phase of an interview. Discuss any three of the eight points and how they were used by the interviewer to bring closure to the interview.  
(50pts)

### **Part 2 (Due Nov.23(M)/Nov25(W))**

You will conduct your own interview and have your supervisor critique your interview and write about what your supervisor said. You will also talk about how you felt during the process and what you felt you did well and what you could improve upon.

What was the purpose of the interview? Give examples.

How did you prepare for the interview? Give examples.

Did you feel you connected with the client? Give examples.

Were you able to help the client? Give examples.

(50pts)