SWKG 480 Practicum Seminar I Winter
Mike Ryan 509-359-6477 ryan@ewu.edu Monday 2-4

Course Description
The Practicum Seminar is the forum in which students learn to integrate and apply professional understandings by sharing and comparing their field experiences with other students. It is designed to provide support for students in the discussion of practice issues and to engage students in utilizing course content to enhance their professional practice. Seminars focus on relevant social work and systemic strengths and challenges within a service delivery system framework. Seminars meet a total of 12 hours per quarter and are facilitated by faculty field instructors.

Course Rationale
The practicum seminar encourages critical thinking and integrates classroom knowledge and skills with “real world” social work agency tasks. Students are expected to link course work and field experience through seminar discussion and assignments. Emphasis is on application and fit of social work values and in the development of a professional identity. The seminar is based on a collegial, strengths-based model, providing students with access to resources and information critical to personal and professional development.

Course Objectives
Students will be expected to bring information and scenarios from the agency setting as aids to discussion of the content areas in the practicum seminar. The following practicum objectives are achieved through practicum seminar learning activities:

1. Demonstrate an understanding of the expectations of professional practice within the workplace and how they relate to professional identity development;
2. Understand and develop goal directed learning contracts;
3. Demonstrate an understanding of workplace culture and ethics;
4. Demonstrate an understanding of and respect for the positive value of diversity;
5. Demonstrate an understanding of advocacy within a service delivery system;
6. Engage in lively critical and professional discussions in the seminar setting;
7. Develop collegial relationships in the seminar setting;
8. Describe the human service delivery system within which social work with clients takes place;
9. Present the field agency services, mission, goals;
10. Describe the role of the social worker in the decision making process within an interdisciplinary team;
11. Demonstrate effective written and oral communication skills in carrying out leaning activities in the seminar setting;
12. Differentiate between the roles of student, agency staff and volunteers.
Content Areas
The following are seminar topics areas that include but not limited to:

- agency organizational context and community context of practice
- respect and strength of diverse populations
- ethical approaches in practice as related to the Code of Ethics
- supervision and consultation - student role in an agency
- self assessment/awareness that compare and contrast personal values with social work values
- social work roles and professional identity

Grading, Policies and Procedures
The seminar is a graded course. Student performance will be evaluated on completing the 12 contact hours a quarter in seminar, willingness to actively participate in seminar discussion and activities, completion of assignments, and the ability to apply course content to the field experience. Unexcused absences will effect the student’s grade.

Selective minimum expectations considered in grading are listed below:

- Student achieves or modifies learning contract.
- Student consistently applies social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics
- Student attends seminars, completes assignments on time, and participates in seminar discussions.
- Student makes up time for unjustified tardiness or unexcused absences from seminars.
- Student demonstrates the ability to integrate classroom knowledge, methods and skills into ethical and responsible practice in case presentations.
- Student engages in culturally appropriate practice as demonstrated in case presentations.
- Student applies FFI and collegial feedback towards professional development.
- Student demonstrates the use of critical thinking skills
- Student demonstrates the ability to communicate effectively verbally and in writing.

Readings
EWU BASW Practicum Manual
Handouts

Disability statement
In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and Accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility, visual or hearing disabilities. For more information please contact Disability Support Services, 509-359-4706.

Academic Integrity
Misrepresenting the quality or integrity of academic work by any means is a violation of academic integrity. Such academic dishonesty is a punishable offence.

Plagiarism, a common form of academic dishonesty, is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or article and pass it off as your writing, if you summarize or paraphrase someone else’s ideas
without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea.

Violations of academic integrity with respect to examinations include but are not limited to copying the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

Student Conduct Code

Student conduct refers to behaviors that include AND go beyond Academic Integrity. The Student Conduct Code is part of the Washington Administrative Code (Chapter 172-120 WAC). Many offenses subject to disciplinary action under the Code are also violations of law.

The Student Conduct Code addresses any behavior which deters the university from achieving its mission and purposes. These include matters impinging on academic achievement and integrity. Conduct that interferes with the rights of others, breaches the peace, causes disorder or disruption, imperils physical or mental health, damages property and theft is also included, as well as harassment, sexual misconduct, physical abuse (threatened or actual) and other specific offenses.

The university is supported by taxpayers in order to carry out a particular mission, that of providing educational opportunities to students, transmitting and advancing knowledge and serving the community. Basically, any behavior that interferes with the rights, opportunities and welfare of students, faculty and staff to carry out this mission is considered a violation of the Code.

Professional Accountability
http://www.socialworkers.org/pubs/code/code.asp

Students enrolled in a professional social work program are also held accountable to the National Association of Social Workers Code of Ethics just as practicing professional social workers. The NASW Code of Ethics includes many types of misconduct also listed in the Student Conduct Code.

As with the Student Conduct Code and Academic Integrity, the instructor must establish by a preponderance of evidence – a reasonable probability – that the ethical violation in fact took place. A range of punishments may be applied such as verbal sanctioning, lowering a grade, failing the class, removal from the BASW program or even the University, etcetera.

As is the case with practicing social workers, claiming that “everyone else was doing it” is not an acceptable defense. Professional accountability is an individual responsibility regardless of the behavior of one’s peers.