

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2018-2019
SW 436: FIELD PRACTICUM**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	FALL 2018-2019
Course Prefix and Number:	SW 436
Course Title:	Field Practicum
Days, Time and Location of class:	T-F (8:00a.m. -5:00p.m.) Intern
Professor:	Ms. Latosha Ceasar, LMSW
Office Location:	William Sutton Administration Building Second Floor
Office Hours:	Appointments
Office Phone Number:	(662)-254-3055
Main Office Number	(662)-254-3365
Email Address:	latosha.ceasar@mvsu.edu
Prerequisite:	SW 437 Integration Seminar

Required Technology Skills:

CATALOG COURSE DESCRIPTION

This course is the discussion of characteristics of rural communities and effective means for engaging rural populations in problem solving and problem prevention techniques.

COURSE DESCRIPTION

Students will examine the distinctive nature of rural generalist social work practice, where practitioners are often faced with multiple and changing roles/responsibilities that urban counterparts do not encounter in their jobs. Since there are roughly 80 million Americans living in rural areas, it is crucial that practitioners understand the salient issues and differences between work with rural and urban populations. This class will broaden the student's knowledge base by examining relevant history, technical expertise, useful

personal traits, and current trends and issues facing rural people and rural services providers within both national and local contexts. Within and ecological systems framework, the student will develop an awareness of issues of ethnicity, culture, gender, class, age, and sexual orientation in rural work.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

PROGRAM GOALS

The goals of the Bachelor of Social Work Program are:

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency:** Demonstrate ethical and professional behavior
2. **EPAS Competency:** Engage diversity and difference in practice
3. **EPAS Competency:** Advance human rights and social, economic, and environmental justice
4. **EPAS Competency:** Engage in practice-informed research and research-informed practice
5. **EPAS Competency:** Engage in policy practice
6. **EPAS Competency:** Engage with individuals, families, groups, organizations, and communities
7. **EPAS Competency:** Assess individuals, families, groups, organizations, and communities
8. **EPAS Competency:** Intervene with individuals, families, groups, organizations, and communities
9. **EPAS Competency:** Evaluate practice with individuals, families, groups, organizations, and communities
10. **Rural Competency:** Use interventions that recognize the needs and strengths present in rural communities
11. **Rural Competency:** Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

This course will assist students in developing the following core competencies

Course Competencies		Assessment
1. Students will demonstrate ethical and professional behavior	Social workers <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for 	Learning Contract/Mid-Term Evaluation/Final Evaluation

	<p>ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> <ul style="list-style-type: none"> • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication • use technology ethically and appropriately to facilitate practice outcomes • use supervision and consultation to guide professional judgment and behavior. 	
<p>2. Students will Engage diversity and difference in practice</p>	<p>Social workers</p> <ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in 	<p>Learning Contract/Mid-Term Evaluation/Final Evaluation</p>

	working with diverse clients and constituencies.	
3. Students will advance human rights and social, economic, and environmental justice	<p>Social workers</p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice 	Learning Contract/Mid-Term Evaluation/Final Evaluation
4. Students will engage in practice-informed research and research-informed practice	<p>Social workers</p> <ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. 	Learning Contract/Mid-Term Evaluation/Final Evaluation
5. Students will engage in policy practice	<p>Social workers</p> <ul style="list-style-type: none"> • identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and 	Learning Contract/Mid-Term Evaluation/Final Evaluation

	social, economic, and environmental justice.	
6. Students will engage with individuals, families, groups, organizations, and communities	<p>Social workers</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	Learning Contract/Mid-Term Evaluation/Final Evaluation
7. Students will assess individuals, families, groups, organizations, and communities	<p>Social Workers</p> <ul style="list-style-type: none"> • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	Learning Contract/Mid-Term Evaluation/Final Evaluation
8. Students will intervene with individuals,	<p>Social workers</p> <ul style="list-style-type: none"> • critically choose and 	Learning Contract/Mid-Term Evaluation/Final Evaluation

<p>families, groups, organizations, and communities</p>	<p>implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals 	
<p>9. Students will evaluate practice with individuals, families, groups, organizations, and communities</p>	<p>Social workers</p> <ul style="list-style-type: none"> • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, 	<p>Learning Contract/Mid-Term Evaluation/Final Evaluation</p>

	mezzo, and macro levels.	
10. Students will use interventions that recognize the needs and strengths present in rural communities	<p>Social workers</p> <ul style="list-style-type: none"> • understand and use the appropriate intervention needed to address the strength of individuals, families, groups, and communities in rural areas. 	Learning Contract/Mid-Term Evaluation/Final Evaluation
11. Students will coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.	<p>Social workers</p> <ul style="list-style-type: none"> • demonstrate knowledge of local resources in rural settings in order to effectively empower children, and families to enhance their capacities. 	Learning Contract/Mid-Term Evaluation/Final Evaluation

EXPECTED LEARNING OUTCOMES

1. Identify the distinctive features of rural life as they affect the demand for the provision of social programs.
2. Describe the composition of natural helping networks in small communities and the advantage.
3. Understand service delivery problems of social agencies.
4. Specify characteristics of successful rural human service professionals.
5. Demonstrate an understanding of systems theory, the problem-solving process and generalist practice as it relates to rural social work.
6. Understand the program planning process and the administrative role in rural agencies.
7. Demonstrate a repertoire of skills, knowledge, attitudes, and values necessary successful multicultural practice in rural settings.
8. Understand some of the special population groups and issues of diversity in a rural setting.
9. Understand the nature of the social problems in rural communities and how the service delivery system differs from that of an urban setting.

Refer to attached learning contract/student evaluation document.

COURSE REQUIREMENTS

Required Textbooks:

Field Internship Manual, Bachelor of Social Work Program, Department of Social Work, Mississippi Valley State University (June 2018).

Class Attendance Policy:

Students are expected to report to field in accordance with the approved schedule set by the agency field instructor. Student must submit a field schedule showing how field hours will be earned. A copy of the policy on student responsibilities in field is included in as an attachment to this syllabus.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Students will be assigned to a public or private agency. Students are typically placed in field agencies Tuesday through Friday. However, in some instances students have evening and weekend scheduled hours. The specific schedule should be agreed upon by the field instructor, the BSW Field Coordinator and the student. Student must complete 432 clock hours to satisfactory complete the requirements for this course.

This internship is based on the generalist model of social work practice. Students are provided opportunities to work with systems of all sizes (micro, mezzo & macro) in various social work roles and settings. Students are exposed to different theoretical and interventions models. This field experience allows students to apply social work knowledge and skills in a practice setting under professional supervision.

Distance Education Policy:

In compliance with IHL policy an SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Mississippi Valley State University is committed to providing reasonable accommodations to students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Required Tasks/Activities:

Learning Contract

The learning contract must be completed and signed by the student and field instructor by the end of week 2 of the agency field placement. **Attachment A**

Mid-Term Field Evaluation

Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Field instructors will be notified of the due date for the mid-term evaluation.

Final Field Evaluation

Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner. Field instructors will be notified of the due date for the final evaluation.

Weekly Field Logs and Time Sheets

Students will complete and submit weekly field logs and time sheets to the BSW Field Coordinator bi-weekly. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

Student Responsibilities in the Field Placement

Students must:

- report to the field placement on the scheduled days at the scheduled time. If unforeseen events occur that prevent students from reporting to field placement or result in arriving late, the field instructor should be notified as soon as possible.
- observe all agency rules regarding time allocated for lunch and breaks.
- dress appropriately for work with regard to professional attire, type of jewelry and amount of jewelry.
- make up any days of placement that are missed, regardless of reason for the absence.
- observe all policies and procedures of the agency.
- treat all agency clients in a professional manner and with respect and courtesy.
- complete all tasks assigned by the agency.
- utilize the field experience to develop further awareness of self as a professional social worker.
- take the initiative to seek information and new experiences from the field instructor.
- notify the field instructor of any problems that arise in the field experience. If the student and the field instructor are unable to resolve problems, the student should notify the BSW Field Coordinator.

Evaluation Procedures:

Grading

A student must receive a grade of C or greater to pass this course. The following grading scale will be used to assign grade. The final grade for field will be determined by the BSW Field Coordinator. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

The following scale will be used to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behavior with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

Performance Standards:

Grading Scale

4.0 = A

Performance is exceptionally high on performance task.

3.0 - 3.9 = B

Performance is generally high on performance task.

2.0 – 2.9 = C

1.0 – 1.9 = D

Below 1.0 = F

NA

Performance is typically not above minimal expectations. Performance sometimes falls below what is minimally expected.

Performance is typically below what is minimally expected.

Not applicable to this setting. **Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the BSW Field Coordinator should be contacted.**

BIBLIOGRAPHY

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- Cummins, L. K., Sevel, J. A., & Pedrick, L. (2012). *Social work skills for beginning direct practice*. Boston: Pearson.
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- Grobman, L. M. (2011). *The Field Placement Survival Guide: What you need to know to get the most from your social work practicum* (2nd ed.). Harrisburg, PA: White Hat Communications.
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- Lee, M., Carlson, K. & Senften, S. H. (2014). Impact of providers' cultural competence on clients' satisfaction and hopefulness in rural family services: A pilot study. *Contemporary Rural Social Work*. 6. 58-71.
- Miley, K. K., O'Melai, M. & Dubois, B. L. (1998). *Generalist social work practice: An empowering approach* (2nd ed.). Boston: Allyn and Bacon.
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