MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SW 491 Pre- Field Seminar

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 491-HE1

Course Title: Pre- Field Seminar

Credit Hours: 1

Days, Time and Location of cla   Monday, 12:00 p.m.-12:50 p.m.
2nd Floor William Sutton Administration
Room #202

Professor: Lucille Durham-Lacy ABD, LMSW

Office Location: Department of Social Work
William Sutton Administration Building,
Room # 211

Office Hours: 11:00 a.m.-12:00 p.m. (MW)
1:00 p.m.-3:00 p.m.   (M)
4:00 p.m.-5:00 pm.   (W)
10:00 a.m.-11:00 a.m. (TR)
1:00 p.m.-3:00 p.m.   (TR)

Office Phone Number: (662) 254-3372

Main Office Number   (662) 254-3365

Email Address: Bb e-mail

Prerequisite: Social Work courses: SW 210, SW 302,
SW   307, SW320, and SW 330

Required Technology Skills:
Students in the class are expected to be efficient in the use of computers, Basic computer skills, the internet, and PowerPoint.

CATALOG COURSE DESCRIPTION:

This course is designed to help students prepare for field internships.

COURSE DESCRIPTION

The pre-field seminar is a weekly one (1) hour seminar that is designed to prepare students for entering BSW social work field education. This seminar will assist in identifying the client populations and placement opportunities that are of interest to the student, allows students to discuss and research various organizations and agencies from a diverse field of practice, and prepare students for their interview with field instructors for possible placement.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates on practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills *of generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the "person-in-the-environment" perspective.

PROGRAM GOALS

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: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments**.**
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.

7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11 –** Apply interventions that recognize the needs and strengths present in rural communities
12. **Rural Competency: 2.1.12 –** 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

EXPECTED PRACTICE BEHAVIORS

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program's curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning benchmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified "Practice Behaviors" for each competency in the second column. The third column, "Linkages of Program Goals", shows what program goal is linked to the EPAS competency. The final column, "Assessment of Practice Behaviors," provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies	Practice Behaviors	Assessment of Practice Behaviors
EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.	Advocate for client access to the services of social work. Practice personal reflection and self correction to assure continual professional development Attend professional roles and boundaries; Demonstrate professional demeanor in behavior,	NASW Code of Ethic Class Discussions Professional Dress Day

	appearance, and communication appropriate for the clinical relationship and setting.	
EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.	Apply strategies of ethical reasoning to arrive at principled decisions. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.	NASW Code of Ethic Essay on Ethics
EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**	Distinguish, appraise, and integrate multiple sources of knowledge, including research-base and practice base**.** Analyze models of assessments, prevention, and evaluation Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues.	Agency Profiles Essays
EPAS Competency: 2.1.4 Engage diversity and difference in practice.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-base and practice base**.** Analyze models of assessments, prevention, and evaluation Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues.	Code of Ethic Class Discussions,

EPAS Competency: 2.1.5 The students will put into practice the advancement of human rights and social and economic justice	Advocates for human rights and social and economic justice. Understands the forms and mechanisms of oppression and discrimination. Engage in practices that advance social and economic justice.	Essay on Human Rights & Justice
Rural Competency: 2.1.12 – Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	Essay

COURSE REQUIREMENTS:

Required Textbooks:

Mississippi Valley State University BSW Faculty (2016). Mississippi Valley State University BSW Field Manual. Mississippi Valley State University Department of Social Work.
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National Association of Social Workers (2008). Code of ethics of the National Association of Social Workers. National Association of Social Workers.

Class Attendance Policy:

Each student is required to attend ever class. Student(s) who fail to attend class will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal. It is the instructor's discretion as to what he/she shall consider AU or AE.

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 unethical 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 event 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. (See page 33 for examples).

Make-Up Examination Policy:

It is the responsibility of the student to request a makeup 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:
Various teaching methods will be used to meet the core competencies and to stimulate discussions in the classroom. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted to accommodate the use of videos, assigned readings, presentations, and lectures. Guest speakers will also be invited to share knowledge and experiences in policy development and advocacy to help students to understand better about macro practice.

Submission of Work:
Scheduled assignments MUST be completed submitted on Bb by due date and time. Assignments will automatically be considered late and will not be accepted if submitted after the due date. Every assignment should be in APA format and have a cover page.

Course Drops/Incompletes:
Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. **This is your responsibility**. Failure to comply with the procedure WILL result in your receiving a letter grade of "**F**".
Not officially withdrawing from the university may impact your financial aid and result in you owing the university.

Americans with Disabilities Act (Special Needs Policy)

Mississippi Valley State University is committed to providing reasonable accommodations for 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.

CHILDREN IN THE CLASSROOM POLICY:

The presence and care of children in the classroom creates significant safety and liability considerations for the university. Child care can demand the frequent attention of a parent/student and thus necessarily diverts attention from the classroom discussions and activities. Therefore, the routine or extended presence of children of students in the classroom is not permitted.

Academic Integrity Policy

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59.
https://www.mvsu.edu/sites/default/files/student_handbook

Required Tasks/Activities:

*PLEASE DO NOT EMAIL YOUR ASSIGNMENTS.
 ANY EMAILED ASSIGNMENTS WILL NOT BE GRADED.

**Assignments are done individually. Students submitting the exact assignment will receive the grade of F (All Students). To avoid this do not allow other students to make copies, screen shot or use your flash drive.

All assignments must be typed unless otherwise stated.

I do not give makeup work.

****For Professional Dress, It is Highly recommended that student begin the process of securing a black, brown, gray, or navy blue blazer or jacket (WOMEN) and a suit for (MEN).****

COURSE ASSIGNMENTS:

Each student is expected to attend seminar and engage in respectful discussion. Students are also expected to engage in self-refection to identify their personal learning styles as well as personal experiences that may influence personal perspectives in working with different at-risk client populations. In addition, each student is expected to interview community social service providers to identify supervisory styles that are compatible with the student's learning needs as client populations that are of interest for beginning BSW generalist social work practice.

__Professional Resume:__ Each student is required to create a one-page resume in order to learn how to professionally present his/her education and work experience. Students are encouraged to consult with a counselor at the Career Center before turning in his/her resume. It is required for successful completion of the course and will be shared with prospective field instructors to secure a field placement. However, a two page reflection paper is required for a grade. Write a two page reflection paper on your resume preparation which should include (a) how would you rate yourself as an applicant applying for a position in a social service agency based on your resume (b) what do you see as your strengths and your limitations (c) what skill sets do you have to offer (d) why should you get the job versus someone else (e) what do the presentation of your resume say about you?

__Application to Field:__ Each student will complete an application for admission to field education. This application explores learning interests as well as special learning needs, including identification of developmental experiences that might impact one's ability to engage in practice with specific client populations. An application form will be provided with seminar discussion to enhance successful completion of the form. The completed field application should **be submitted on the due date identified in the schedule of assignments.** *See BSW Social Work Field Education Manual* for full description of the field admission criteria.)

__Agency Profile :__ Students will develop five agency profiles The profile should include the following information: (a) Name, address, phone number, fax number, and e-mail address of the agency, (b) Background information of the agency including it's purpose (c) Type of services provided, (d) clientele served, and (e) Role of social workers in the agency.

__Professional Liability Insurance:__ Each student is required to have professional liability insurance. Students must submit proof that he/she has obtained this insurance. No student will be allowed to attend field until this obligation has been completed.

Evaluation Procedures:

Performance Standards/Grading Policy

Assessments

	Value	Points	Assignment Due
Professional Resume	**1@100**	**100**	**February 26, 2018**
Liability insurance	**1@100**	**100**	**March 9, 2018**
Agency profile	**5@20**	**100**	**April 9 , 2018**
Professional Dress	**1@100**	**100**	**April 23 , 2018**
Field Application	**1 @100**	**100**	**January 29, 2018**
Essays	**3@15**	**45**	**See schedule**
Learning Style	**10**	**100**	
Total		**645**	

Weeks	Assignments
Week 1: January 8, 2018 **Meet in Class** **12:00 p.m.-12:50 p.m. (50 minutes)**	**Syllabus Review** **Course Overview** **NASW Code of Ethics** **Field Application**
Week 2: January 15, 2018 **MLK Holiday** **No class**	
Week 3 : January 22, 2018 **Meet on Bb**	**Write a one page essay on ethics in social work practice (80 minutes)**
Week 4: January 29, 2018 **Meet in class** **12:00 p.m-12:50 p.m. (50 minutes)**	**Discuss the different learning styles. Students will complete the learning style inventory. Syllabus Quiz** **Field Applications due**
Week 5: February 5, 2018 **Meet in Class** **12:00 p.m.-12:50 p.m. (50 minutes)**	**Guest Speaker**

Week 6: February 12, 2018 **Meet in Class 2:00 p.m.- 2:50 p.m. (50 minutes)**	**Discussion on Professional Resume**
Week 7: February 19, 2018 **Meet on Bb**	**Review a scholarly article on social work values and ethics and post a brief overview of the article In addition, you must discuss why values and ethics are important. Journal article must be within the last five years.** **(120 minutes)**
Week 8: February 26, 2018 **Meet in Class** **12:00 p.m.- 12:50 p.m. (50 minutes)**	**Professional Resume**
Week 9: March 5, 2018 **Meet on Bb**	**Mid-Term (on-line)** **Exam and study time (240 minutes)**
Week 10: March 12, 2018 **Spring Break No Class**	**No Class**
Week 11: March 19, 2018 **Meet in Class** **12:00 p.m.-12:50 p.m. (50 minutes)**	**Discussion on Human Rights & Social Justice** **Proof of Liability Insurance Due**
Week 12: March 26, 2018 **Meet in Class** **12:00 p.m.-12:50 p.m.r (50 minutes)**	**Students will bring article to discuss in the classroom on ethical issues and how it impact social work practice in rural settings.**

Week 13: April 2, 2018
Meet on Bb
	Select one of the following statements and write a one page essay.
	    1. **Discuss the term "oppression" and provide an example that you have observed or experienced either in social work or elsewhere.**
	    2. **Define and describe the various forms of racism and provide examples of these definitions from your experience both personally and educationally.**
	(60 minutes)

Week 14: April 9, 2018 **Meet on Bb**	**Agency Profile** **(500 minutes)**
Week 15: April 16, 201	**Video and discussion on professional attire**

Meet in Class **12:00 p.m.-12:50 p.m. (50 minutes)**	**for an job interview**
Weeks 16 &17: April 23 and 30, 2018 **Meet in Class** **12:00 p.m.-12:50 p.m.** **(50 minutes)**	**Students will dress in Professional Attire for a Job Interview** **Final Exam** **Exam and Study Time (240 minutes)**

TOTAL POINTS=1,790 (1 Credit Hour)

BIBLIOGRAPHY

Bernstein, D. A. (2011). *Essential of psychology* (5th ed.). Belmont, CA: Wadworth.

Jansson, B. S. (2014). *Empowerment series: Becoming an effective policy advocate: From Policy practice to social justice.* (7th ed,). Belmont, CA: Thomson, Brooks-Cole.

Kendall, D. (2013). *Social problem in a diverse society.* Boston, MA: Pearson.

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2012). *Generalist practice with organization and communities* (6th ed.). Belmont, CA: Brooks/Cole).

McInnis-Dittrich, K. (2014). *Social work with older adults* (4th ed.). New York: Pearson.

Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.

Moniz, C., & Gorin, S. (2014). *Health care policy and practice: A biopsychosocial perspective* (4th ed.). New York: Routledge.

Runyon, M. D., & Urquiza, A. J. (2011). Child physical abuse. In J. E. B. Myers (Ed.), *The APSAC handbook on child maltreatment* (3rd ed.). 197-212.

Trenholm, S. & Jensen, A. (2013) *Interpersonal communication.* New York: Oxford University Press.

Zastrow, C., Kirst-Ashman, K.K., (2013). *Understanding human Behavior and the Social environment (9th ed.).* Belmont, CA: Belmont, CA: Brooke/Cole.