

## SYLLABUS

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**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2018**

<b>Academic Term and Year</b>	<b>Fall 2018</b>
<b>Course Prefix and Number</b>	<b>SW 581-01</b>
<b>Course Title</b>	<b>Field Internship I</b>
<b>Credit Hours:</b>	<b>6</b>
<b>Days, Time and Location of Class Meeting</b>	<b>Field Agencies (Individual field schedule required for each student)</b>
<b>MSW Field Coordinator:</b>	<b>Diane Boston, M. S. W.</b>
<b>Office Locations:</b>	<b>Room 219 Department of Social Work Sutton Administration Building</b>
<b>Office Hours:</b>	<b>Monday 4:00 p.m. - 6:00 p.m. Tuesday 1:00 p.m. - 3:00 p.m. Wednesday 2:00 p.m. - 4:00 p.m. Thursday 2:00 p.m. - 4:00 p.m. Friday 10:00p.m. – 12:00 p.m.</b>
<b>Office Phone Number:</b>	<b>(662) 254-3089</b>
<b>Main Office Number:</b>	<b>(662) 254-3365</b>
<b>E- Mail Address:</b>	<b><a href="mailto:diane.boston@mvsu.edu">diane.boston@mvsu.edu</a></b>
<b>Prerequisites:</b>	<b>All SW 500 Courses</b>
<b>Co-requisite:</b>	<b>SW 580 Field Practice I is taken concurrently.</b>

**Required Technology Skills:**

**Students are expected to be efficient in the use of computers, the internet and Power Point.**

**REVISED 2018**

## **CATALOG COURSE DESCRIPTION**

**Field Internship I.** Supervised generalist social work practice in micro, macro, and/or mezzo agencies requiring 450 clock hours.

## **COURSE DESCRIPTION**

SW 581, Field Internship I, requires student to complete 450 clock hours of internship in an agency under the supervision of an MSW level social worker. Students engage in social work practice at the generalist level in their field of practice using the ecosystems perspective as the dominant theoretical frame of reference. Special emphasis is placed on social work practice in a rural environment with culturally diverse populations.

## **DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta where the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

## **PROGRAM GOALS**

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for generalist levels of 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**

### **Competency 1 Demonstrate Ethical and Professional Behavior**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws that impact practice at the micro, mezzo, and macro levels. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-personal teams. Social workers recognize the

importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social worker practice. Furthermore, social workers:

- ✓ Recognize and manage personal values in such a way that allow professional values to guide practice.
- ✓ Make ethical decisions by applying the NASW Code of Ethics
- ✓ Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communications.
- ✓ Use technology ethically and appropriately to facilitate practice outcomes.
- ✓ Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2 Engage Diversity & Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, identity and expression, immigration status, political ideology, race religion, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- ✓ Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
- ✓ Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- ✓ Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3 Advance Human Rights & Social, Economic, and Environmental Justice**

Social workers understand, regardless of position in society, that each person has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and with prejudice.

- ✓ Apply their understanding of social, economic, environmental justice to advocate for human rights at the individual and system levels.
- ✓ Engage in practices that advance social, economic, and environment justice.

### **Competency 4 Practice-informed Research & Research-Informed Practice**

Social workers understand quantitative and qualitative methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- ✓ 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.
- ✓ Use & translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5 Engage in Policy Practice**

Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers also understand policy formulation, analysis, implementation, and evaluation.

- ✓ Identify social policy at the local, state, and federal levels that impact 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 social, economic, and environmental justice.

### **Competency 6 Engage with individuals, Families, Group, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients, and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Apply human behavior to engage clients

- ✓ Apply knowledge of human behavior and the social environment, person-in-environment, and their multidisciplinary theoretical frameworks to engage with clients and constituencies.
- ✓ Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7 Assess individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of

diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of the inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- ✓ 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 with clients and constituencies.
- ✓ Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8 Intervene with Individuals, Families Groups, Organizations & Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social worker value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- ✓ Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- ✓ 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 for practice outcomes.
- ✓ Negotiate, mediate, advocate on behalf of diverse clients and constituencies.
- ✓ Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social

workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- ✓ 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.
- ✓ Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Competency 10 Foundation Rural Competency**

Social workers understand the uniqueness of rural environments; thereby, apply knowledge and appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural areas.

- ✓ Utilize appropriate practice interventions within a rural setting to address the strengths of individuals, families, groups, and communities.

## **EXPECTED PRACTICE BEHAVIORS**

**Refer to attached learning contract/student evaluation document.**

## **COURSE REQUIREMENTS**

### **Required Textbook:**

Field Internship Manual, Master of Social Work Program, Department of Social Work, Mississippi Valley State University (December 2008). Available online at [www.mvsu.edu](http://www.mvsu.edu).

### **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.

### **Policy and Procedure on Cheating and Plagiarism**

#### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission 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. (See page 33 for examples).

### **Teaching and Learning Strategies**

Students will be assigned to a public or private agency. Students are typically placed in field agencies Monday 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 MSW. Field Coordinator and the student. Student must complete 450 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.

### **Required Tasks/Activities**

#### **Learning Contract - Due August 20, 2018**

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. **The learning contract should be submitted in class August 20, 2018.**

### **Internship Schedule - Due August 20, 2018**

Students must develop an internship Calendar detailing a schedule for the completion of 450 hours of internship. The purpose is to ensure that you are able to **complete the required hours by December 7, 2018, as grades for graduating students must be submitted to the Office of Student Records by December 10, 2018.** The calendar should include:

- Name of intern
- Name of agency
- Name of field instructor
- Scheduled hours indicated by month, date, hours scheduled each day. Use the style of a regular calendar with internship hours noted each day (time in and time out). Note total hours per week following each week. Total number of hours scheduled should be 450 hours.
- The specific schedule should be agreed upon by the field instructor, the MSW Field Coordinator and the student. Submit by email as an attachment on Blackboard. Once your schedule is approved by me, it will be returned to you for the field instructor's signature.
- Include signature lines of approval for the intern (you), field instructor, and MSW field Coordinator

### **Completion of 450 Clock Hours**

Students are required to complete 450 hours of internship under the supervision of a field instructor in the assigned agency.

### **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 Activity Reports and Time Sheets**

Students will complete and submit bi-weekly Field Activity Reports as described in the syllabus for SW 580 Field Practicum Seminar I. These should be **submitted by email as an attachment on Blackboard.** Weekly **time sheets should be submitted to the MSW Field Coordinator biweekly at each in class meeting scheduled for SW 580 Field Practicum Seminar I.** Failure to submit accurate and timely Field Activity Reports 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 MSW Field Coordinator.
- Work directly with the field instructor in developing the learning contract (Appendix F, pp. 69-73: & Appendix G, pp. 74-79), planning, and implementing appropriate learning activities associated with field education.
- Complete 450 clock hours to meet requirements for this internship.
- Keep an accurate record of hours worked in field placement.
- Adhere to the NASW Code of Ethics.
- Complete and submit a weekly field activity log and time sheets

## 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 MSW Field Coordinator taking into consideration the performance evaluation of the intern. As previously stated, 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).

### Grading Scale

<b>4.0 = A</b>	<b>Performance is exceptionally high on performance task.</b>
<b>3.0- 3.9 = B</b>	<b>Performance is generally high on performance task.</b>
<b>2.0 –2.9 =C</b>	<b>Performance is typically not above minimal expectations.</b>
<b>1.0 – 1.9 =D</b>	<b>Performance sometimes falls below what is minimally expected.</b>
<b>Below 1.0 =F</b>	<b>Performance is typically below what is minimally expected.</b>
<b>N/A</b>	<b>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 MSW Field Coordinator should</b>

**be contacted.**

**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.

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](mailto:billy.benson@mvsu.edu).

**COURSE SCHEDULE  
SW 581 – FIELD INTERNSHIP I  
FALL 2018**

<p><b>WEEK ONE AUGUST 20 565 Minutes</b></p>	<p><b>Skype With Field Instructors</b></p> <ol style="list-style-type: none"> <li>1. Educational Field Component</li> <li>2. New Educational Core Competencies</li> <li>3. Foundation Field Learning Contract and Student’s Evaluation Form</li> <li>4. Time Sheets &amp; Weekly Activity Log Sheets</li> <li>5. Field Instructors Evaluation</li> </ol> <p><b>480 Minutes</b></p> <p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Review &amp; Discussion of Course Syllabus</li> <li>2. Discussion of Field Internships and Students Responsibilities</li> <li>3. Field Internship Calendar</li> <li>4. Field Activity Reports (FARS)</li> <li>5. Foundation Field Learning Contract and Student’s Evaluation Form.</li> <li>6. Time Sheets &amp; Weekly Activity Log Sheets</li> <li>7. Student’s Evaluation of Field Agency</li> </ol> <p><b>85 Minutes</b></p>
<p><b>WEEK TWO AUGUST 27 480 MINUTES</b></p>	<p><b>Field Education</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student’s Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK THREE SEPTEMBER 3 480 MINUTES</b></p>	<p style="text-align: center;"><b>NO CLASS NIGHT HOLIDAY</b></p>
<p><b>WEEK FOUR SEPTEMBER 17 480 MINUTES</b></p>	<p><b>Field Education/In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> </ol>

	<ol style="list-style-type: none"> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK FIVE</b>  <b>SEPTEMBER 24</b>  <b>480 MINUTES</b></p>	<p><b>Field Education</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK SIX</b>  <b>OCTOBER 1</b>  <b>480 MINUTES</b></p>	<p><b>Field Education/ In Class</b></p> <ol style="list-style-type: none"> <li>1. Field Placement Site Visit</li> <li>2. Field Education Discussions with Students/Field Instructors via telephone</li> <li>3. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>4. Process Learning Contracts and Student's Evaluations</li> <li>5. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>6. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>7. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK SEVEN</b>  <b>OCTOBER 8</b>  <b>480 MINUTES</b></p>	<p><b>Field Education</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> </ol>

	<ol style="list-style-type: none"> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol>
<b>WEEK EIGHT</b> <b>OCTOBER 15</b> <b>480 MINUTES</b>	<b>Field Education/In Class</b> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <b>480 Minutes</b>
<b>WEEK NINE</b> <b>OCTOBER 22</b> <b>480 MINUTES</b>	<b>Field Education</b> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Processing Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Processing of Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <b>480 Minutes</b>
<b>WEEK TEN</b> <b>OCTOBER 29</b> <b>480 MINUTES</b>	<b>Field Education/In Class</b> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluation</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submissions of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <b>480 Minutes</b>
<b>WEEK ELEVEN</b> <b>NOVEMBER 5</b> <b>480 MINUTES</b>	<b>Field Education</b> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning</li> </ol>

	<p>Contracts and Student Evaluations</p> <ol style="list-style-type: none"> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submission of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK TWELVE</b>  <b>NOVEMBER 12</b>  <b>480 MINUTES</b></p>	<p><b>Field Education/In Class</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluations</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submission of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK THIRTEEN</b>  <b>NOVEMBER 19</b>  <b>FALL BREAK/HOLIDAY</b></p>	<p><b>NO CLASS</b>  <b>FALL BREAK/</b>  <b>THANKSGIVING</b>  <b>HOLIDAY</b></p>
<p><b>WEEK FOURTEEN</b>  <b>NOVEMBER 26</b>  <b>480 MINUTES</b></p>	<p><b>Field Education/In Class</b></p> <ol style="list-style-type: none"> <li>1. Field Education Discussions with Students/Field Instructors via telephone</li> <li>2. Submission of Foundation Learning Contracts and Student Evaluations</li> <li>3. Process Learning Contracts and Student's Evaluations</li> <li>4. Submission of Field Time Sheets and Weekly Activity Log Reports</li> <li>5. Process Field Time Sheets and Weekly Activity Log Reports</li> <li>6. File all Field Documents and Reports</li> </ol> <p><b>480 Minutes</b></p>
<p><b>WEEK FIFTEEN</b>  <b>DECEMBER 3</b>  <b>480 MINUTES</b></p>	<p><b>Field Education</b>  <b>WRAP UP WEEK</b></p> <ol style="list-style-type: none"> <li>1. Submit Final Foundation Learning Contracts and Student Evaluations</li> </ol>

<b>TOTAL NUMBER OF HOURS</b> <b>6805</b>	2. Final Internship Hours and Weekly Activity Reports
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