

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

<b>Academic Term and Year:</b>	Fall 2018-2019
<b>Course Prefix and Number:</b>	SW 580 HE1
<b>Course Title:</b>	Field Practice Seminar I
<b>Credit Hours:</b>	3
<b>Days, Time and Location of Class:</b>	Monday (6:00-8:40 p.m.) In class meeting Sutton Administration Building, 229
<b>Instructor:</b>	Sowitza Johnson, LMSW
<b>Office Location:</b>	Sutton Administration Building, Room 214
<b>Office Hours:</b>	TBA
<b>Office Telephone:</b>	(662) 254-3867 (662) 254-3365
<b>E-Mail Address:</b>	Blackboard Communication Tools E-mail) and <a href="mailto:sowitza.johnson@mvsu.edu">sowitza.johnson@mvsu.edu</a>
<b>Prerequisites:</b>	SW 500, SW 501, SW 510, SW 511, SW520, SW521, SW531, SW 540
<b>Co-requisite:</b>	SW 581, Field Internship I (6 credit hours)

**Required Technology Skills:**

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

**CATALOG COURSE DESCRIPTION**

Discussion on integration of social work knowledge, theories, skills, values and research into generalist social work practice during the internship experience.

## **COURSE DESCRIPTION**

The ecosystems perspective is the dominant perspective used to analyze clients' problems and situations. Empirically tested methods of intervention in systems of all sizes, and with populations at risk are discussed along with emphasis on the use of the strengths and empowerment approaches. The integration of social work knowledge, theory, values, ethics, policy, and research into generalist social work practice in a rural environment is discussed. Working in a rural environment with culturally diverse populations of children and families is integral to the course.

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

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 in which 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 advanced 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 understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. 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-professional 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 work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 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.

### **Competency 2: Engage Diversity and 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 but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, 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, power, 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 the 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 and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research 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 and translate research evidence to inform and improve practice, policy, and service delivery.

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

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 federal, state, and local levels. Social workers understand 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 their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- 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 social, economic, and environmental justice.

#### **Competency 6: Engage with Individuals, Families, Groups, 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 knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
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### **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 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 within 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, and 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, organizations, and communities. Social workers understand theories of human behavior and the social environment, and 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 workers 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.
- Negotiate, mediate, and advocate with and 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.

### **Rural Competency 10: Utilize appropriate practice intervention within a rural setting**

- Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural.

## COMPETENCIES

Course Competencies		Assessment
<p><b>Competency 1</b> Demonstrate Ethical and Professional Behavior</p>	<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> </ol>
<p><b>Competency 2</b> Engage Diversity &amp; Difference in Practice</p>	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Licensure Exam Prep</li> <li>3. Discussion Board Posts</li> </ol>

	<p>and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <ul style="list-style-type: none"> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	
<p><b>Competency 3</b> Advance Human Rights &amp; Social, Economic and Environmental Justice</p>	<ul style="list-style-type: none"> <li>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>• Engage in practices that advance social, economic, and environmental justice</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience – Field Activity Report (FAR)</li> <li>2. . Discussion Board Posts</li> <li>3. Discussion of Code of Ethics</li> <li>4. Licensure Exam Prep</li> </ol>
<p><b>Competency 4</b> Practice-informed Research &amp; Research-informed Practice</p>	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research.</li> <li>• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> </ol>

	<ul style="list-style-type: none"> <li>• Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	
<p><b>Competency 5</b> Engage in Policy Practice</p>	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> <li>4. Organizational Analysis</li> </ol>
<p><b>Competency 6</b> Engage in Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> <li>4. Organizational Analysis</li> </ol>

<p><b>Competency 7</b> Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> <li>• 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.</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> <li>4. Organizational Analysis</li> </ol>
<p><b>Competency 8</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience - Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> <li>4. Organizational Analysis</li> </ol>

	<p>constituencies.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	
<p><b>Core Competency 9</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Select and use appropriate methods for evaluation of outcomes.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience – Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Exam Prep</li> <li>4. Organizational Analysis</li> </ol>

	<ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</li> <li>• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	
<p><b>Rural Competency 10</b> Utilize appropriate practice intervention within a rural setting</p>	<ul style="list-style-type: none"> <li>• Understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discussion of Field Experience – Field Activity Report (FAR)</li> <li>2. Discussion Board Posts</li> <li>3. Licensure Prep</li> <li>4. Organizational Analysis</li> </ol>

## COURSE REQUIREMENTS

### **REQUIRED TEXTBOOK:**

Apgar, D. (2018). *Social Work ASWB Masters Exam Guide: A Comprehensive Study Guide For Success*. (2<sup>nd</sup> edition). New York: Springer Publishing Company, LLC.

*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**

Each student is required to participate in using Blackboard Communication Tools, participating in assigned discussions, and other assignments of Blackboard. You are expected to log in regularly (daily, perhaps several times per day) to submit assignments; check grades, personal messages, announcements; and view course materials.

Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus 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 to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or

attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to what he/she shall consider AU or AE.

***In Class Meeting Policy: Students must attend all in class sessions listed on the course schedule in 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 consists 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 of Student Handbook for examples).

## **MAKE-UP POLICY**

Assignments: Make up may be allowed, depending on the circumstances with an excuse. It is at the instructor's discretion.

## **TEACHING/LEARNING STRATEGIES**

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

### ***Specific Learning Strategies:***

1. Lectures - In class lectures will be used to assist students in relating social work knowledge, skills and values to practice situations.
2. Discussions - In class and online discussions will be used to promote critical thinking and provide the opportunity for interns to share knowledge and skills gained in their internships.
3. Field Activity Reports (FAR). Students will share their field experiences with the field coordinator via Blackboard. Requirements are outlined in the attached "FAR Rubric. Students will be given written feedback on their Field Activity Reports.
4. Class Presentations – Students will give presentations that demonstrate their ability to apply critical thinking skills in analyzing how agencies work to meet their stated mandates and the impact their activities have on meeting the needs of the clients they serve. Students will demonstrate and enhance oral communication skills
5. Case Vignettes – Case vignettes will allow students to apply and their knowledge, skills and values to case situations.
6. Written Assignment- Student will prepare and submit an organizational analysis paper that demonstrate their ability to apply critical thinking skills in analyzing how agencies work to meet their stated mandates and the impact their activities have on meeting the needs of the clients they serve. Students will demonstrate and enhance written communication skills.

### **Distance Education Policy:**

In compliance with IHL policy and 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

*These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.*

### SUBMISSION OF WORK

Scheduled assignments **MUST** be completed and successfully submitted through Blackboard by due date and time. Assignments automatically become unavailable after the due date/time expires.

All assignments **MUST** be keyed using MS Word (saved as a .DOC file); and no multiple submissions will be allowed.

### 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 student receiving a letter grade of "F".

Not officially withdrawing from the university OR officially dropping a course may impact your financial aid and result in you owing the university.

### ONLINE COMMUNICATION

#### *Observation of "Netiquette"*

Students **MUST** use Blackboard mail for contact with the instructor and other members of the class.

All online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism.

**Hardware:** Operating System: Windows 98, 2000, NT, XP or a Macintosh  
System 8.1 or higher  
Processor: 200 MHz or higher  
Memory: 32 MB of RAM  
H Drive Space: 100 MB free disk space  
Modem: 28.8 kbps or higher  
Monitor: 800x600 resolution

**Software: Internet Access:** Any Internet Service Provider  
**Browser:** Internet Explorer, Foxfire, Netscape r 4.7 or higher\*, AOL 5.0 or higher\*\*  
**Application** Recommend Microsoft Word or application file name **.doc**  
**Audio & Video:** RealPlayer, Quick Time

***Technical Problems***

If you experience technical/computer difficulties (*need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course*), contact PRESIDIUM Learning, Inc. at 1-888-383-47

## COURSE REQUIREMENTS

### *Required Tasks and Activities*

1. **Field Activity Report (FAR)** - Students will submit weekly field activity reports via Blackboard. Students will enhance their understanding of the application of social work knowledge, skills and values by selecting field objectives and relating them to actual case or practice situations in their internship. **(5 @ 50 points each = 250 points)**
2. **Organizational Analysis Paper.** Students will prepare a paper on their internship agency detailing its history, purpose, goals, programs, services, client populations, relationships to other agencies, and policies relevant to the agency. **See assignment rubric for more details.** Paper should be **5-7 pages in length** (not including cover page and reference page).
3. **Oral Presentation of Organizational Analysis Paper.** Students will give an oral presentation on the structure and functioning of their internship agency based on the paper described in item 2 above. The presentation should be **10 - 15 minutes in length.**
4. **Discussion Board Posts and Comments: Sharing of Field Activities/ Experiences** - Students will:
  - **Post** an internship experience or activity;
  - Describe the experience or activity;
  - Describe the impact it had on them or how they felt about the experience. **(5 @ 10 points each = 50 points)**
  - **Comment** on at least one other intern's post. **(5 @ 10 points each = 50 points)**
5. **Class Participation** – Students are required to share their field experiences and participate in class discussions.
6. **Internship Calendar**- Develop an internship calendar showing your scheduled internship dates, times and number of hours per week. Students will submit an internship calendar at beginning of the semester for each month (tentative) and at the end of the semester for each month(confirmed).

## PERFORMANCE STANDARDS/GRADING

Assessments	# Required	Points
Weekly FAR	5 @ 50 points each	250
Organizational Analysis Paper	1	100
Organizational Analysis Oral Presentation	1	50
Discussion Board Posts	5 @ 10 points each	50
Discussion Board Comments	5 @ 10 points each	50
Internship Calendar		50
Class Participation	Ongoing	50
<b>Total</b>		<b>600</b>

A	540-600
B	479- 539
C	418-478
D	357-417
F	356-Below

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

**COURSE OUTLINE  
SW 580 FIELD PRACTICE SEMINAR I  
FALL 2018**

<p><b>Week 1</b> August 8 (160 Minutes)</p>	<p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Review of field placements</li> <li>2. Course overview, requirements, expectations, etc.</li> <li>3. Discussion of student responsibilities in field placement</li> </ol>
<p><b>Week 2</b> August 27 (330 Minutes)</p>	<p><b>BLACKBOARD</b> <b>DISCUSSION BOARD POST #1</b> INTRODUCE YOURSELF, INTERNSHIP AGENCY, ETC. (210 MINUTES)</p> <p><b>DISCUSSION BOARD COMMENT #1:</b> COMMENT ON AT LEAST ONE STUDENT’S POST (120 MINUTES)</p>
<p><b>Week 3</b> September 3</p>	<p><b>Labor Day Holiday-No Class</b></p>
<p><b>Week 4</b> September 10 (160 Minutes)</p>	<p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Discussion/Sharing of Field Activities/ Experiences</li> <li>2. LMSW Test Taking Strategies/MSW Licensure Exam Lecture</li> <li>3. Submit Internship Calendars (tentative dates)</li> </ol> <p><b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b></p>
<p><b>Week 5</b> September 17 (330 Minutes)</p>	<p><b>BLACKBOARD</b> <b>Field Activity Report (FAR) # 1</b> - (Submit via Blackboard email as an attachment.) Use RUBRIC FOR FIELD ACTIVITY REPORT as a guide. (90 Minutes)</p> <p><b>Discussion Board #2:</b> See instructions posted under discussion board section on Blackboard. (120 Minutes)</p> <p><b>Comment #2:</b> Comment on at least one other intern’s post. See instructions posted under discussion board section on Blackboard. (120 Minutes)</p>
<p><b>Week 6</b> September 24 (160 Minutes)</p>	<p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Discussion/Sharing of Field Activities/ Experiences</li> <li>2. Licensure Exam Lecture</li> <li>3. NASW Code of Ethics/Social Policies</li> </ol> <p><b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b></p>

<p><b>Week 7</b> October 1 (330 Minutes)</p>	<p><b>BLACKBOARD</b> <b>Field Activity Report (FAR) # 2</b> - (Submit via Blackboard email as an attachment.) Use RUBRIC FOR FIELD ACTIVITY REPORT as a guide. <b>(90 minutes)</b></p> <p><b>Discussion Board #3:</b> See instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b></p> <p><b>Comment #3:</b> Comment on at least one other intern's post. See instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b></p>
<p><b>Week 8</b> October 8 (160 Minutes)</p>	<p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Discussion/Sharing of Field Activities/ Experiences</li> <li>2. Licensure Exam Lecture</li> </ol> <p><b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b></p>
<p><b>Week 9</b> October 15 (330 Minutes)</p>	<p><b>BLACKBOARD</b> <b>Field Activity Report (FAR) # 3</b> - (Submit via Blackboard email as an attachment.) Use RUBRIC FOR FIELD ACTIVITY REPORT as a guide. <b>(90 minutes)</b></p> <p><b>Discussion Board #4:</b> See instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b></p> <p><b>Comment #4:</b> Comment on at least one other intern's post. See instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b></p>
<p><b>Week 10</b> October 22 (160 Minutes)</p>	<p><b>In Class Meeting</b></p> <ol style="list-style-type: none"> <li>1. Discussion/Sharing of Field Activities/ Experiences</li> <li>2. Licensure Exam Lecture</li> </ol> <p><b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b></p>
<p><b>Week 11</b> October 29 (330 Minutes)</p>	<p><b>BLACKBOARD</b> <b>Field Activity Report (FAR) # 4</b> - (Submit via Blackboard email as an attachment.) Use RUBRIC FOR FIELD ACTIVITY REPORT as a guide. <b>(90 minutes)</b></p> <p><b>Discussion Board #5:</b> See instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b></p> <p><b>Comment #5:</b> Comment on at least one other intern's post. See</p>

	instructions posted under discussion board section on Blackboard. <b>(120 minutes)</b>
<b>Week 12</b> November 5 (160 Minutes)	<b>In Class Meeting</b> 1. Discussion/Sharing of Field Activities/ Experiences 2. Mock Exam  <b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b>
<b>Week 13</b> November 12 (330 Minutes)	<b>BLACKBOARD</b> <b>Field Activity Report (FAR) # 4</b> - (Submit via Blackboard email as an attachment.) Use RUBRIC FOR FIELD ACTIVITY REPORT as a guide. <b>(90 minutes)</b>  <b>DUE: Organizational Analysis Paper (240 MINUTES)</b>
<b>Week 14</b> <b>November 19-23</b>	<b>FALL BREAK</b> <b>THANKSGIVING HOLIDAY</b>
<b>Week 15</b> November 26 (160 Minutes)	<b>In Class Meeting</b>  <b>Due: Internship Calendars (confirmed dates)</b> <b>Oral Presentations: Organization Analysis Assignment</b>  <b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b>
<b>Week 16</b> December 3 (160 Minutes)	<b>In Class Meeting</b> <b>Wrap Up/Agency Evaluation</b>  <b>SUBMIT FIELD INTERNSHIP TIME SHEETS/ACTIVITY LOGS IN CLASS</b>

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**SW 580 (FIELD PRACTICE SEMINAR I)**

**FIELD ACTIVITY REPORT (FAR) RUBRIC**

Use this rubric to write your 1-2 page report.

NAME \_\_\_\_\_ FAR # \_\_\_\_\_ Total Points/Grade \_\_\_\_\_

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
<p><b>Summary</b></p> <ol style="list-style-type: none"> <li>1. State the dates covered in this report.</li> <li>2. Summary of Major Activities</li> <li>3. Organization of information in logical manner</li> <li>4. Quality of Documentation (reflects appropriate professional language/terminology)</li> <li>5. Quality of Written Communication (grammar and spelling)</li> </ol>	<p><b>Total = 18</b></p> <p>2</p> <p>5</p> <p>2</p> <p>5</p> <p>4</p>	
<p><b>Discussion of Field Activity Related to a Selected Field Objective</b></p> <p>Student will select and relate a field activity to at least one field objective.</p> <ol style="list-style-type: none"> <li>1. Describe a field activity.</li> <li>2. Identify which course competency is related to the activity</li> <li>3. Explain how what you did relates to social work knowledge, a social work skill or a social work value. Be specific by identifying what knowledge you used or what social work skill you used or what social work value you used.</li> </ol>	<p><b>Total = 12</b></p> <p>4</p> <p>4</p> <p>4</p>	
<p><b>Self Awareness and Professional Growth</b></p> <p>Discuss one insight gained related to social work knowledge, skills and/or values. (Insight is defined as a deeper or enhanced understanding or understanding something that you previously did not understand.)</p> <ol style="list-style-type: none"> <li>1. Describe the event that led to your insight</li> <li>2. Describe the insight you gained</li> </ol>	<p><b>Total = 8</b></p> <p>4</p> <p>4</p>	
<p><b>Self Awareness, Feelings and Reflection</b></p> <ol style="list-style-type: none"> <li>1. Describe the most exciting anxiety producing, sad, stressful, fearful, or other emotional experience that occurred.</li> <li>2. Describe your response to the event.</li> <li>3. Describe what you learned from the experience.</li> </ol>	<p><b>Total = 12</b></p> <p>4</p> <p>4</p> <p>4</p>	
<b>Total</b>	<b>50</b>	

**SW 580 (FIELD PRACTICE SEMINAR I)**

**RUBRIC FOR ORGANIZATIONAL ANALYSIS PAPER**

Use this rubric to write your paper.

NAME \_\_\_\_\_ Total Points/Grade \_\_\_\_\_

<b>REQUIREMENTS</b>	<b>POINTS AVAILABLE TOTAL =100</b>	<b>POINTS AWARDED</b>
1. Name and address of agency	2	
2. History of Agency	5	
3. Mission of Agency a. Purpose b. Goals	TOTAL = 10 5 5	
4. Organization chart that highlights; a. the unit where student is placed b. supervisor's role in the agency c. other pertinent information	TOTAL=15 5 5 5	
5. Types of services offered at agency a. description b. the various roles of social workers	TOTAL=15 10 5	
6. Client demographic data – including: a. populations served b. number of clients c. gender d. race e. age f. other available data	TOTAL = 10 2 2 2 2 2	
7. Description of intern's role within the agency and with clients	5	
8. Description of relationships with other agencies a. identify agencies b. describe the nature of the relationships (What is the purpose of the relationship?)	TOTAL = 10 5 5	

<p>9. Relevant public policies:</p> <ul style="list-style-type: none"> <li>a. identify the social welfare and health policies that affect the agency's programs, services, and/or clients</li> <li>b. briefly describe the policy</li> <li>c. explain how the policy affects the agency's programs, services, and/or clients</li> </ul>	<p>TOTAL = 15</p> <p>5</p> <p>5</p> <p>5</p>	
<p>10. Advocacy and social justice issues and concerns</p> <ul style="list-style-type: none"> <li>a. How does the agency advocate on behalf of the clients? (For example: Does a staff member participate in an inter-agency council? Is there city, state, or federal efforts to influence policies that impact clients?)</li> <li>b. Are there discussions at staff meetings about internal policies that can improve the lives of the clients served?</li> <li>c. Are the needs of clients discussed in the context of cultural competency pertaining to race, socio-economic status, gender and/or other populations at risk?)</li> </ul>	<p>TOTAL = 9</p> <p>3</p> <p>3</p> <p>3</p>	
<p>11. Grammar and spelling</p>	<p>4</p>	