SALISBURY UNIVERSITY
SOWK 665 - FIELD INSTRUCTION III

Fall 2014
Instructors

Section 610
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Email via MyClasses

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Section 611
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Section 612
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Section 661
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Face to Face Field Seminar Dates:
Section 610: Saturday, 9am-11am (September 13, October 11, November 8)
Section 611: Saturday, 10am-12pm (September 13, October 4, November 8)
Section 612: Wednesday, 5pm-7pm (September 10, October 15, November 19)
Section 641: Thursday, 7-9pm (September 18, October 16, November 13)
Section 651: Wednesday, 7pm-9pm (September 17, October 15, November 19)
Section 661: Saturday, 9am-11am (September 6, October 4, November 1)
Section 662: Thursday, 7pm – 9pm (September 11, October 16, November 13)

COURSE DESCRIPTION
Catalog Description
SOWK: 665 The first of a two-semester (fall/spring) sequence of supervised advanced field
practicum experience in the delivery of social services where students are required to participate
in an agency-based field practicum for three days per week under the supervision of an agency-
based field instructor with an M.S.W. Successful completion of the two-course sequence requires
a student to fulfill a minimum of 744 hours of field instruction within the same social welfare
agency accumulated across the fall and spring semesters. Prerequisite: Concentration Status.
corequisite: SOWK 650. Three working days per week. A seminar with small
group discussions on field experiences with related written assignments and activities
conducted concurrently.
Enhanced Description
Field Practicum III is the Community Based Direct Practice concentration learning experience. It is taken by both advanced-standing and non-advanced standing students. The learning experience is of a stair-step nature. Students will be expected to carry a caseload of six (6) to eight (10) clients. It is not satisfactory to just repeat the learning experiences of the foundation year but to integrate all three levels - micro, mezzo and macro. Field III students must be able to apply interventions with an emphasis on higher learning expectations for autonomous practice and for the application and synthesis of the helping skills. The learning experiences and content are operationalized in the student’s learning contract. Students are required to participate in agency-based instruction for three days (24 hours) a week under the supervision of an agency-designated field instructor. It is possible to extend the field placement period to allow for two days a week. To enrich the field experience, students will participate in a seminar.

A faculty member will visit each agency at least once a semester. Faculty is always available when there are issues of concern between individual students and their agency instructors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

COURSE OBJECTIVES
The field practicum is designed to provide opportunities and learning situations that will enable students to:
1. Critically evaluate ethical considerations and dilemmas.
2. Apply an ethical decision making model.
4. Demonstrate an array of advanced intervention theories and techniques appropriate for community based direct practice.
5. Demonstrate written and verbal skills that reflect appropriate advanced practice strategies.
6. Demonstrate the ability to use supervision and consultation to support prudent and ethical practice.
7. Collaborate in use of management theories appropriate to social work practice.
8. Identify gaps in service.
10. Critically analyze current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change.
11. Demonstrate knowledge of the DSM and how it is used in practice.
12. Collaborate with colleagues, stakeholders and/or clients regarding policy and advocacy.
13. Provide advanced generalist social work practice with increased awareness in the areas of diversity, social justice, and public service.
14. Demonstrate professional use of self as an advanced level social worker by merging one’s own beliefs, values, and interests with the role of a responsibilities of a professional social worker.
15. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice.

16. Demonstrate the ability to identify how federal, state and local policies, regulations, and programs impact practice.

**REQUIRED TEXT AND OTHER RESOURCES**

Student Handbook/Field Instruction Manual published by the Social Work Department at Salisbury University as posted on the department web site. [http://www.salisbury.edu/socialwork/gradfield.html](http://www.salisbury.edu/socialwork/gradfield.html)


Additional readings may be made available through MyClasses.

**TECHNOLOGY AND SOFTWARE REQUIREMENTS**
For the online elements of the course to function properly, here are some important items:

- Use Firefox when you access MyClasses from a PC, use Safari when using a Mac
  - Firefox can be downloaded for free at [www.firefox.com](http://www.firefox.com)
  - The browser you use to access MyClasses should have:
    - Java and JavaScript enabled
    - Cookies and third-party cookies enabled
    - Pop-up blockers disabled
    - Clear Browser cache on a regular basis

- You will need reliable access to the Internet. You are encouraged to consider investing in DSL or Cable High Speed Internet.

- You will need Microsoft Office (2003, 07 or 10) particularly Microsoft Word (2003, 07 or 10) and Power Point (2003, 07 or 10).

- You will need a copy of Adobe Acrobat to be able to read items on e-Reserve and files noted as pdf within Learning Modules.

- You will need a copy of Adobe Flash Player which will allow you to view certain video lectures within the course.

- If your instructor uses Panopto to provide recorded lectures, you will need Microsoft Silverlight. You can download the latest version for free at: [http://www.microsoft.com/getsilverlight/GetStarted/Install/Default.aspx](http://www.microsoft.com/getsilverlight/GetStarted/Install/Default.aspx)

- Your computer must also have Java installed. To make sure you have the latest version of Java on a PC, please visit [www.java.com](http://www.java.com) and click on FREE JAVA DOWNLOAD. If you are using a mac, click on the Apple Menu and the choose Software Update to check
for any Java updates. The installation of Java will give you the ability to use the Visual Text Editor and other pertinent functions within MyClasses.

Help with MyClasses
The IT HelpDesk is prepared to handle MyClasses questions throughout the semester. You can contact them at 410-677-5454 or at helpdesk@salisbury.edu for support. When talking to a consultant, be prepared to provide the following information via phone or email:

- Course name and number that you are experiencing the problem with in MyClasses
- The browser and operating system you are currently using to access MyClasses
- Identify the steps the consultant needs to take inside MyClasses to reproduce your problem

Additional student support information, including browser configuration tips, handouts and video are available at http://www.salisbury.edu/instructionaldesign/cms/Students.html.

RESPONSIBILITIES OF THE INSTRUCTOR
The professor takes responsibility for monitoring the climate online and in the face-to-face classroom to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for your professional learning, ensuring that the learning medium (online and face-to-face) offers a safe opportunity for exchange of ideas and opinions, and fairly evaluating all student work. I will grade all assignments in a timely manner, and in most cases return them to you in one week of the due date (two weeks for longer papers). Additionally, I will monitor your online discussions and respond to the whole group at least two times during each discussion.

As an adult educator, I recognize that there are times when life becomes an obstacle to course requirements. If you experience a problem or difficulty, please contact me so we can look at options that can make your life easier. I am willing to be flexible and work with you, so please ask!

I value interaction with all students. I am available to meet via email, or by phone or chat (or in person if you are on campus) during office hours or by appointment. If you email me, I will answer your email within 48 hours, or, if you email me on a weekend, I will answer you by Monday afternoon. If you have a question or concern, please do not hesitate to contact me. Do not wait until a question becomes a larger issue.

RESPONSIBILITIES OF STUDENTS
You will find most of the content material for the course in your textbook and online. Class time is used to integrate the reading material through discussions and experiential learning. Full participation online and in our classroom creates an effective learning environment.

All students are expected to behave according to the NASW Code of Ethics at all times, including during online discussions. The NASW Code of Ethics is the standard for professional behavior. Students are expected to work collaboratively and responsibly apply the principles of
professionalism.

I also expect students to seek my assistance when you feel you need some help. Please do not hesitate to schedule a meeting with me to talk over any concerns regarding assignments or other course issues.

Supplemental Readings may be posted online or a link may be provided, and/or put on e-Reserve at the library at the discretion of the instructor throughout the semester.

PLEASE NOTE: If you intend to graduate in May and will not complete your field hours before the end of the spring semester, this may change your completions date. If you have registered to graduate in May, but will need to complete field hours into the summer, you need to change your graduation date to August with the Registrar’s office. In addition, if you intend to walk in the May Commencement ceremony, you will need to visit the Registrar’s website and complete the “Request to Participate in the Commencement Ceremony Prior to Completing Coursework for Degree” form. This form should be completed by the date posted on the Registrar’s website.

COURSE REQUIREMENTS
SOWK 665- Field Instruction III carries 4 credits and is graded with a letter grade, assigned by the Faculty Field Liaison. The following assignments are required for this course:

A. Learning Contract
Each student is required to write a learning contract which establishes individualized objectives for the student. The learning contract acts as a guide to help the student and the Field Instructor to define what the student will learn, and the specific experiences that will be part of the placement. Upon review of the first draft some students may be ask to revise their learning contract. In order to receive a passing grade, the learning contract must be completed and approved by the date noted on the schedule. Further details of this assignment can be found in the student handbook. The grading rubric for this assignment is attached to the syllabus and may be found on the website. http://www.salisbury.edu/socialwork/programs/gradfield.html. (20% of grade)

B. Written Logs
Each student is expected to write a total of ten logs. Log entries must include the date and a brief discussion of activities, and a discussion of an experience which provided an opportunity for learning including the student’s reflections/feelings. Each log entry will be evaluated in the following manner:

1. List of activities (1 pt.)
2. Description of learning experience; related to log topic, if applicable (4 pts.)
3. Reflections/feelings (3 pts.)
4. Appropriate writing skills (2 pts.)

It is expected that your logs be typed, well written, well organized, grammatically correct,
and free from spelling errors. Points may be deducted for poor writing skills. Some instructors may provide focus topics to tie to learning experiences for written logs. (Total: 10 logs @ 10 points each= 10% of grade)

C. Process Recording
Each student will complete 1 process recording during the fall semester. The student will follow the process recording outline to document the client interaction (client interview content and student comments). The form will then be turned into the student’s agency field supervisor for comments and feedback. Comments and the signature from the field supervisor must be present on the process recording document before being submitted to the field liaison for grading. The form should be completed by the student on the computer. The agency field supervisor’s comments may be handwritten. The process recording form and completed instructions can be found on the Social Work Department website. (5% of grade)

D. Participation
Participation is a combination of online discussions and face to face seminar discussions.
Online discussion will be graded on the following:
Discussions in MyClasses must consist of intelligent, insightful comments regarding presentations or discussion topics. Students must originate and involve others in relevant discussion topics. Student discussions online should always demonstrate professional courtesy and respect to the class members and instructor for effective group work. There are 10 discussions in this course and each is worth 10 points. Students must respond to at least 2 student postings in each discussion in addition to your post. The rubric for grading discussions is attached to the syllabus. (10% of grade)
The three face to face field seminars provides an opportunity to share experiences with other students and to integrate the field experience with theoretical concepts. (5%)
In addition, there will be a 5% reduction in the final grade for each absence.

E. Final Evaluations
The agency field instructor completes a final evaluation that is derived from the course objectives (a copy can be found on the Social Work Department website). If, at any time, the Field Faculty Liaison’s assessment is that the student is at risk of failing the course, a meeting will be scheduled to develop a written plan of corrective action. (50%)

Additional Course Requirements
A. Time Sheets
Students will be expected to work a regular work day (which for a state agency is 8 hours, other agencies vary the length of the work day) for every assigned day of fieldwork. Students must submit a weekly time sheet to their faculty liaison. A copy of the time sheet can be found on the Social Work Department website. Time sheets must reflect the number of hours actually worked each day. In addition, the student must have submitted time sheets reflecting successful completion of the required number of field instruction hours. The specific assignments and dates
of the seminars will be given to the students at the beginning of each semester.

**B. Professional Conferences and Training Experiences**

Students are expected to participate in professional conferences or formal agency training opportunities when made available by the field instruction agency.

**C. Completion of required Field Instruction Hours**

In addition, the student must have submitted time sheets reflecting successful completion of a **minimum of 328 field instruction hours**. No hours will be granted for holidays, illness, furlough, weather related events, or any other time that the student is not in their field placement. It is the responsibility of each student to work out their days and hours in field with their agency supervisor.

**D. Professional Preparation**

Preparation to enter the social work profession includes such issues as the social work licensing process, state employment applications, employment plans, resumes, interviews, and graduate school applications. During the seminar, there may be guided discussion and information related to these topics. Additional professional writing assignments may be assigned.

**E. Confidentiality**

In professional writing assignments and in seminar discussion, real clients will often be the focus of student’s learning. Confidentiality is expected in any use, either verbal or written, of actual case situations. A detailed policy related to confidentiality has been adopted by the Social Work Department and is included in the Student Handbook. **Students are required to understand and abide by this policy.**

**GRADING POLICIES**

**Participation/Attendance**

Since this class only has three face to face seminars, it is mandatory that each student attend all face to face sessions. There will be a 5 percent reduction from the final grade for each absence.

**Late Assignments**

There will be a 5-point deduction for each day late after the due date of an assignment, including logs.

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Learning Contract</td>
<td>20%</td>
</tr>
<tr>
<td>Written Logs</td>
<td>10%</td>
</tr>
<tr>
<td>Process Recording</td>
<td>5%</td>
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<tr>
<td><strong>Participation:</strong></td>
<td><strong>Percent of Grade</strong></td>
</tr>
<tr>
<td>Online discussions</td>
<td>10%</td>
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<tr>
<td>Seminar discussions</td>
<td>5%</td>
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<tr>
<td>Final Evaluation</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scales. Students will be evaluated on their ability to demonstrate the skills presented in this course. Salisbury University requires different scales to be used for Undergraduate and Graduate students.

<table>
<thead>
<tr>
<th>Graduate Grading Scale</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>92 - 100</td>
<td>A</td>
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<tr>
<td>87 – 91.9</td>
<td>B +</td>
</tr>
<tr>
<td>82 – 86.9</td>
<td>B</td>
</tr>
<tr>
<td>77 – 81.9</td>
<td>C+</td>
</tr>
<tr>
<td>71 – 76.0</td>
<td>C</td>
</tr>
<tr>
<td>64.9 – 70.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 64.9</td>
<td>F</td>
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</table>

The following are important factors to consider for success in the field seminar:

1. According to the course syllabus, the student’s grade is based on
   a. The completion of all written and oral assignments including logs, learning contract, process recordings, time sheets, discussions and presentations and
   b. The Field Supervisor’s evaluation of the student’s performance using the evaluation instrument on the Social Work Department website.

2. Upon review of the field evaluation and all assignments outlined in the course syllabus, the Field Faculty Liaison assigns the grade.

3. Should an “Incomplete or In Progress be given, the steps/activities needed to complete the requirement and a timeframe should be outlined in writing with the student.

4. Students who feel an error has been made in the determination of their grade or who would like to discuss other aspects of the grading procedure should refer to the Salisbury University “Student Code of Conduct, Policies and Procedures.”

DEPARTMENTAL POLICIES
Attendance
As a professional preparatory program, the Department of Social Work has a common attendance policy that balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit will result in a five percent reduction in the final course grade for each absence. Since this course only meets three times per semester, there are no allowable absences. Therefore, failure to attend each of the 3 seminars will greatly impact student’s grade.
Allowable Absences
Classes that meet three times a semester: 0
Classes that meet once a week: 1
Classes that meet twice a week: 2
Chronic tardiness or leaving early may be counted as an absence.

Papers
All papers are to be prepared according to APA standards, found in the 2010 Publication Manual of the American Psychological Association (6th ed.) APA formatting includes standardized information such as reference citations, one inch margins, and font size of 12.

Mandated Reporting
Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters, and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether or not the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.

Social Work Department Policy on Academic Integrity
The Social Work Department takes plagiarism, the unacknowledged use of other people’s ideas, very seriously indeed. As outlined in The Student Handbook and Directory under the “Policy on Student Academic Integrity,” plagiarism may receive such penalties as failure on a paper or failure in the course. The Social Work Department recognizes that plagiarism is a very serious offense and instructors make their decisions regarding sanctions accordingly.

Each of the following constitutes plagiarism:
1. Turning in as your own work a paper or part of a paper that anyone other than you wrote.
   This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else’s original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.
   A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could resist in a severe penalty and is
never worth the risk.

While some students may try to rationalize or justify these acts as expedient, they are wrong and there are no mitigating circumstances to excuse them. Individuals who engage in academic dishonesty damage the learning environment and their own integrity and character. **If you are unclear about what constitutes academic dishonesty, including plagiarism, please ask – ignorance is no excuse.** Discovery of academic dishonesty results in stiff penalties for the offender, including a failing grade for the assignment in question and possibly a grade of F for the course. The Student Affairs Office keeps records of plagiarism cases, and multiple offenses could bring a penalty of expulsion from the entire USM system. The university catalogue and student handbook provide further details.

**Electronic Devices**
All cell telephones and beepers must be turned off prior to class except students on “emergency on-call” with an employer or placement; otherwise, students may not leave class to make or receive calls. Instructor will appoint one student to have a cell phone turned on during class time in the event there is a campus-wide safety announcement. All other cell phones must be turned off, including texting capabilities. Use of laptops during class is at the discretion of the instructor.

**Adherence to Department’s Technical Standards**
Any student registered for a Salisbury University social work course will be expected to meet and abide by the Social Work Department’s Technical Standards for Admission, Academic Matriculation and Graduation. For more information on the specifics of these standards please refer to the relevant Social Work Student Handbook or the department’s website.

**Writing Across the Curriculum**
As part of the “Writing Across the Curriculum” emphasis at Salisbury University, all written assignments will be graded on form as well as content. This is also a department policy. This includes all written homework assignments and essay questions on exams. Writing is an essential social work skill. The CSWE stipulates that students have the ability to demonstrate effective communication skills, both written and oral, and the NASW Code of Ethics has standards relating the importance of accurate documentation. Salisbury University's Social Work programs prepare students to enter the profession with these writing skills through requirements related to professional writing and APA standards. APA is considered standard within social science disciplines and is the basis for scholarly work created by social work professionals. The Social Work Department adheres to APA standards and this is the required format for written work submitted.

The Writing Center. Students at each campus have access to writing assistance. We all benefit from assistance with our writing. When I write an article, I ask colleagues to review my paper for grammar mistakes and whether each paragraph is clear and makes good sense. I then rewrite
my paper according to the recommendations made. I encourage each of you to engage in the same process of reviewing your writing. Good social workers need to be able to write clearly about the people and agencies with which we work.

At the University Writing Center, located above the Fireside Lounge (Guerrieri University Center) trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers’ office hours, the center offers another site for learning about writing. All students are encouraged to make use of this important student service. For more information about the writing center’s hours and policies, visit the writing center or its website at www.salisbury.edu/uwc.

**Satellite Students:** You can email your written work to Dr. Nicole Munday, Director of the Writing Center, and then she will set up a time to talk with you about your writing via telephone. Her email address is nmmunday@salisbury.edu. Further instructions are provided below:

1) Email the most recent version of your paper and in your email message; please include a description of the types of things you’d like to focus on during your session (e.g. organization, citations, conclusion, etc.). You should also include any specific questions that you have and a telephone number where you can be reached.

2) In your email, please include a timeline of when you need a response and when you might be available to talk, Mondays through Fridays. Please note that it is best if you plan for a conference at least a few days before your paper is due.

3) The Writing Center will email you back and set up an appointment for us to talk via telephone. The Writing Center will then call you from an office phone so that you don’t have to incur any long distance telephone charges.

4) Our on-site consultations for undergraduates typically take 30 minutes, but if your paper is for a graduate course or if it is lengthy (7 pages+), you should request a 60-minute appointment. We are assuming that long distance consultations will be comparable in length, but that is something we will have to figure out as we go.

Please remember that writing centers are not designed to work as editing services or “fix-it shops.” Writing centers are built around a mission of collaborative learning, so you, as the writer, will play a central role in every consulting session. Although long-distance consultations will differ in some ways from our on-site consultations, the fundamentals will remain the same. You may find it useful to look at our website to learn more about our center: www.salisbury.edu/uwc
Disability Support Services
If there is any student who has need for test-taking, note-taking or other specific accommodations, please contact the Office of Student Affairs, Disability Support Services. A Guide for Students with Disabilities can be found on the SU Web site at http://www.salisbury.edu/cstudent/disabled.htm. Students are responsible for providing “Notices of Accommodation” from the Office of Student Affairs, to the course coordinator during the first week of classes. In addition, the SU Student Counseling services provide other support services.

Professional Performance- Policy and Guidelines
In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients and professional practice (Student Handbook, p. 24). Students will be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review, Student Handbook, p. 27). If the student continues to exhibit performance problems, the appropriate Level of Review will commence. Students should be aware that the Professional Performance Review provides documentation that will be used to inform the admission process, professional references (i.e. employment, graduate school, field placement) and advanced standing recommendations.

Professional Performance Skills and Expectations:

- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others’ opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assess own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Clearly articulate ideas, thoughts, concepts through effective oral communication
- Manage constructive criticism

Reproduction and Use of Course Materials
The lectures that I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written notes to guarantee they are copyright protected. You are permitted to take notes of lectures and to use course materials for your use in this course. You may not record my lectures without my express consent and you may not publicly distribute or display or allow anyone else to publicly display or distribute my course materials or lecture notes without my written permission.

Submissions of Materials Used in a Previous Class
The department expects that each student retaking a social work course schedule a meeting with the course instructor within the first week of the semester. At the meeting, the student and instructor will develop a written agreement specifying expectations regarding how any term paper or other work completed in the previous course can be used in the new course.
References


Grobeman, Linda May. (2011). The field placement survival guide: What you need to know to get the most from your social work practicum. Harrisburg, PA: White Hat Communications.


### COURSE OUTLINE
This outline may be revised.

**SOWK 665 Fall 2014 Semester**

**Seminar Topics for Face to Face Meetings:**
- **Seminar 1:** Review of Syllabus, Sexual Harassment and Sexual Misconduct
- **Seminar 2:** Peer Consultations
- **Seminar 3:** Peer Consultations

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<tr>
<th>Module Number</th>
<th>Module Objectives</th>
<th>Assignments and Readings</th>
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| 1             | 1. Identify Roles of Field Supervisor, Field Liaison and student  
2. Identify core competencies  
3. Identify practice behaviors  
4. Demonstrate ability to use course navigation/MyClasses Blackboard Program | **Field I Overview & Introduction of Roles**  
- Review Syllabus  
- Review Field Calendar  
- Read *Roles and Responsibilities* in the Field Section in the Student Handbook  
- Read *Orientation to Agency* and *Introduction to Client Systems* in the Field Section of the Student Handbook  
- Read Grobman text Preface and Chapters 6 and 8  
- Complete Scavenger Hunt Assignment  
- Complete Self-Evaluation  
- Optional Study Resource Available |
| 2             | 1. Identify Core Competencies  
2. Identify Practice Behaviors  
3. Define Strategies/Learning Activities for Practice Behaviors  
4. Define Evidence of Accomplishment for Strategies/Learning Activities  
5. Articulate components of professional behavior | **Core Competencies, Practice Behaviors & the Learning Contract**  
- Complete Log 1  
- **Discussion Topic:** Focusing on one of the practice behaviors from Competency 1.1 on your Learning Contract, discuss how you present yourself as a professional in your agency.  
- Read Learning Contract Section in the Student Handbook  
- Read Grobman text Chapters 5, 9 and 25  
- Begin Learning Contract Assignment by identifying strategies/learning activities for each practice behavior in your field agency and identifying evidence of accomplishment measures for each strategy/learning activity  
- Submit timesheet |
| 3             | 1. Summarize NASW’s and Salisbury University’s policies on Confidentiality in a practice setting  
2. Apply NASW Code of Ethics | **Privacy & Confidentiality**  
- **Discussion Topic:** Privacy and Confidentiality - Select one of the subheadings/scenarios from Chapter 31 in your text and discuss which standard in the NASW Code of Ethics it relates |
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| 4 | **9/15-9/21** | Summarize the process and purpose of supervision in social work practice  
Identify the supervision process  
Use supervision and consultation provided by your field agency  
Summarize the evaluation process in field education  
Describe the guidelines for formal evaluations  
**Supervision & Evaluation**  
- Complete and submit Log 2  
- Read Supervision Section in the Student Handbook  
- Read Evaluation Section in the Student Handbook  
- Read Grobman text Chapter 21  
- Submit timesheet  |
| 5 | **9/22-9/28** | Demonstrate a basic understanding of Bloodborne Pathogens  
List common modes of transmission of Bloodborne Pathogens  
Name three Bloodborne Pathogens  
Evaluate changing contexts to provide relevant services  
Demonstrate leadership in promoting changes in service delivery and practice to improve service quality  
Define personal safety  
Identify guidelines for personal risk education  
Identify risk reduction strategies in the practice setting  
**Bloodborne Pathogens & Safety**  
- Complete and submit Log 3  
- **Discussion Topic: Bloodborne Pathogens - How does the information regarding Bloodborne Pathogens (BBP) relate to your field setting and what safety precautions are in place in your agency? How do you protect yourself? What other safety measures do you adhere to in your agency? What suggestions do you have to improve worker safety in your agency?**  
- Review OSHA website [https://www.osha.gov](https://www.osha.gov)  
- View Work Care University’s training video on Bloodborne Pathogens  
- Review Safety Section in the Student Handbook  
- Read Grobman text Chapter 16  
- Submit completed Learning Contract  
- Optional Study Resource Available  
- Submit timesheet  |
| 6 | **9/29-10/5** | Identify the essentials of cultural competence in social work practice  
Recognize how a culture’s structure and values may  
**Cultural Competence & Social Diversity**  
- **Discussion Topic: Cultural Competence and Social Diversity – Ongoing self-evaluation is integral to professional growth. Use Standard 1.05 of the NASW Code of Ethics to reflect on**  |

on privacy and confidentiality  
3. Resolve ethical dilemmas and tolerate ambiguity  
4. Apply strategies of ethical reasoning to arrive at principled decisions  
**to and how it impacts your service delivery at your agency.**

- Review Confidentiality Section in the Student Handbook  
- Read Grobman text Chapters 10, 30 & 31  
- Review NASW Code of Ethics – Confidentiality Section  
- Submit timesheet
| 7  | 10/6-10/12 | Demonstrate effective oral and written communication  
2. Critique the importance of documentation in social work practice |
| 8  | 10/13-10/19 | Analyze models of assessment, prevention, intervention, and evaluation  
2. Apply practice experiences to inform scientific inquiry  
3. Apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
4. Critique and apply knowledge to understand person and environment  
5. Evaluate action at all levels of practice  
6. Demonstrate empathy and other interpersonal skills  
7. Develop mutually agreed upon focus and desired outcomes  
8. Collect, organize, and interpret client data  
9. Assess client strengths and limitations  
10. Develop mutually agreed upon intervention goals and objectives  
11. Select appropriate intervention strategies  
12. Implement prevention intervention that enhances client capacities  
13. Facilitate the planned change |
| 17 |                     | your progress.  
• Review NASW Code of Ethics, “Cultural Competence and Social Diversity” Standard 1.05  
• Read Grobman text Chapter 32  
• Submit timesheet  
**REMEMBER:** Mid-Term Evaluation is due in Module 8! |
| 7 | 10/6-10/12 | Effective Communication  
• Complete and submit Log 4  
• Read Grobman text Chapters 13 and 14  
• Submit timesheet  
**REMEMBER:** Mid-Term Evaluation is due in Module 8! |
| 8 | 10/13-10/19 | Process Recordings  
• Complete and submit Log 5  
• **Discussion Topic: Process Recordings** - Research the purpose of a “process recording” in the social work profession, particularly its use in training social workers. In preparing to complete your process recording, what do you see as the benefits and challenges to completing one?  
• Read Grobman text Chapter 26  
• Prepare/schedule client interview for Process Recording Assignment  
• Submit timesheet  
• Submit Mid-Term Evaluation |
|   | 9  | 10/20-10/26 | 1. Understand/explain the forms and mechanisms of oppression and discrimination  
2. Advocate for human rights and social and economic justice  
3. Engage in practices that advance social and economic justice |
|   |    |            | **Oppression & Discrimination**  
- Complete and submit Log 6  
- **Discussion Topic: Oppression and Discrimination** - Describe and reflect on how oppression or discrimination has impacted one of the clients you are working with or the client population your agency serves.  
  - Read Grobman text Chapter 32  
  - Submit timesheet |
|   | 10 | 10/27-11/2 | 1. Analyze, formulate, and advocate for policies that advance social well-being  
2. Collaborate with colleagues and clients for effective policy action  
3. Demonstrate effective oral communication |
|   |    |            | **Taking an Active Role**  
- Complete and submit Log 7  
- **Discussion Topic: Taking an Active Role as an Intern** - What have you done to take on an active role in your agency? Have you become an active listener? Have you joined a committee? Do you participate in team or multi-disciplinary meetings? Have you collaborated with colleagues and clients to take action? To make changes?  
  - Read Grobman text Chapters 11,12 & 18  
  - Submit timesheet |
|   | 11 | 11/3-11/9 | 1. Recognize how a culture’s structure and values may impact privilege and power  
2. Develop self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
3. Recognize and communicate understanding of the importance of difference in shaping life experiences  
4. Identify selves as learners and engage those with whom they work as informants  
5. Identify personal values that may have a direct bearing on working with clients |
|   |    |            | **Values**  
- Complete and submit Log 8  
- **Discussion Topic: Values** - Identify three of your most important values that you think will have a direct bearing on your work with clients. Discuss how you can work to avoid imposing your values on your clients.  
  - Review NASW Code of Ethics section 1.05  
  - Read Grobman text Chapter 28  
  - Submit Process Recording Assignment  
  - Submit timesheet |
| 12 | 11/10-11/16 | 1. Articulate components of professional behavior  
2. Demonstrate components of professional behavior.  
   | Professionalism  
   • Complete and submit Log 9  
   • Read the summary provided in MyClasses from *Professionalism is For Everyone, Five keys to Being a True Professional* by The Goals Institute  
   • Submit timesheet  

| 13 | 11/17-11/23 | 5. Identify plan for completing final evaluation with your field supervisor  
3. Recognize and manage personal values to allow professional values to guide practice  
4. Demonstrate an understanding of sexual harassment  
5. State examples of sexual harassment  
6. Identify sexual harassment policy and procedure at Salisbury University  
7. Identify your agency’s policy on sexual harassment  
   | Sexual Harassment  
   • Complete and submit Log 10  
   • **Discussion Topic:** Now that you have reviewed the NASW Code of Ethics, discussed the topic of sexual misconduct/harassment in seminar and have been in your field placement for three months, discuss how easy or difficult it would be for you to discuss an incident or concern regarding sexual harassment with someone you work with or are in school with.  
   • Review NASW Code of Ethics sections: 1.09, 1.10, 1.11, 2.07, 2.08 and 4.03  
   • Review Salisbury University’s sexual harassment policy and procedure at [http://www.salisbury.edu/president/fairpractices](http://www.salisbury.edu/president/fairpractices)  
   • Submit timesheet  
   Reminder: Schedule your final evaluation supervision with your field supervisor.  

| 14 | 11/24-12/5 | 1. Examine personal reflection and self-correction for professional development  
2. Demonstrate professional demeanor throughout the evaluation process  
3. Identify areas for growth toward career-long learning  
4. Use supervision and consultation  
5. Engage in career-long learning  
   | Professional Development  
   • **Discussion Topic:** Professional Development - Reflect on your field evaluation process. What was your self evaluation process like? How have you grown? What was your evaluation process like with your field supervisor? Were there similar areas of growth identified by you and your field supervisor? What areas of growth would you like to focus on during the second half of your field placement?  
   • Read Grobman text Chapter 35  
   • Complete self-evaluation in MyClasses  
   • Complete Instructor Evaluation using GullNet  
   • Submit final timesheet  

**Final Field Evaluations due December 5th**
# Learning Contract
## Grading Rubric

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face Sheet</strong></td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td>- Student Information</td>
<td></td>
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<tr>
<td>- Field Hours Required</td>
<td></td>
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<tr>
<td>- Agency Information</td>
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<tr>
<td>- Field Instructor Information</td>
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<tr>
<td>- Description of Field Assessment</td>
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<tr>
<td>- Practicum Schedule</td>
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<tr>
<td>- Supervisory Schedule</td>
<td></td>
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</tr>
<tr>
<td><strong>Core Competencies (60 Points, 6 points per competency)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- C2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td></td>
<td>/27</td>
</tr>
<tr>
<td>- C2.1.2 Apply social work ethical principles to guide professional practice</td>
<td></td>
<td>/12</td>
</tr>
<tr>
<td>- C2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
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<td>/15</td>
</tr>
<tr>
<td>- C2.1.4 Engage diversity and difference in practice.</td>
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<td>/12</td>
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<tr>
<td>- C2.1.5 Advance human rights and social and economic justice.</td>
<td></td>
<td>/9</td>
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<tr>
<td>- C2.1.6 Engage in research-informed practice and practice-informed research.</td>
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<td>/9</td>
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<tr>
<td>- C2.1.7 Apply knowledge of human behavior and the social environment.</td>
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<td>/9</td>
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<tr>
<td>- C2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
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<td>/9</td>
</tr>
<tr>
<td>Professional Writing Skills</td>
<td>/14</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>• Form should be written utilizing professional language and free from grammatical errors.</td>
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<tr>
<td>• Correct form and format used</td>
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</tr>
<tr>
<td>Total Points</td>
<td>/200 (20% of grade)</td>
<td></td>
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<tr>
<td>Signature Page</td>
<td>/20</td>
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</tr>
<tr>
<td>-Student Signature and Date</td>
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<td></td>
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<tr>
<td>-Supervisor Signature and Date</td>
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<td></td>
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<tr>
<td>C2.1.9 Respond to contexts that shape practice.</td>
<td>/6</td>
<td></td>
</tr>
<tr>
<td>C2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>/48</td>
<td></td>
</tr>
</tbody>
</table>
## MSW Concentration
### Field Process Recording
#### Grading Rubric

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Interview:</strong></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>(Purpose, Setting, Client’s Age, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interview Content:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A verbatim account of three portions of your interview (beginning, middle and end) with the client to include a demonstration of your knowledge in the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical Listening Skills</td>
<td></td>
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<tr>
<td>• SOLER Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identification of Barriers to Effective Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate use of Silence</td>
<td></td>
<td>/25</td>
</tr>
<tr>
<td>• Transference/ Counter-Transference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate Boundaries and Use of Self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Client’s Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student’s Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supervisor’s Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment of Interview:</strong></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Did interview go well? Were there any problems encountered?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation &amp; Impressions:</strong></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Evaluate interactions with client and consolidate your impressions by providing a summary of the case.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Future Plans/Brief Treatment Plan:</strong></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Future plans for client contact or interactions. Include a brief treatment plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Writing Skills:</strong></td>
<td></td>
<td>/5</td>
</tr>
<tr>
<td>Form should be written utilizing professional language and free from grammatical errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>/50</td>
</tr>
<tr>
<td>(5% of grade)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RUBRIC FOR DISCUSSION BOARD POSTINGS
The following rubric explains how the points are giving for discussion postings. There will be a total of thirteen discussion assignments worth 10 points each. Postings will be given points according to the quality of thought behind the posting.

### Performance Indicators for Answering Initial Discussion Question
**Up to 5 points for Initial Posting**

<table>
<thead>
<tr>
<th>Unacceptable 0 Points</th>
<th>Needs Improvement 1 point</th>
<th>Meets Expectations 3 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings are after discussion deadline dates – no points are given no matter how good the posting is. Posting after the deadline is like the sitting in an empty classroom – the class has left.</td>
<td>One or two sentence posting. Ideas repeat previous ones expressed in prior postings, or lack originality. Errors in grammar and typing. Use of “IM” or shortened texting language.</td>
<td>Ideas are clear, focused on the topic but don't usually stand out as original. Thoughts sometimes reiterate ideas expressed by others. Occasional mistakes of grammar or expression. Writing appears in a style that is easily readable.</td>
<td>Interesting, new ideas that demonstrate writer's insight on the topic. The posting is more than one or two sentences. Grammar and expression adhere to the norms of standard English.</td>
</tr>
</tbody>
</table>

### Performance Indicators for Discussion Responses
**Up to 5 points for responses to classmate’s posting**

<table>
<thead>
<tr>
<th>Unacceptable 0 Points</th>
<th>Needs Improvement 1 point</th>
<th>Meets Expectations 3 points</th>
<th>Excellent 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postings are after discussion deadline dates – no points are given no matter how good the posting is.</td>
<td>One or two sentence posting. In responses to other student postings just saying “I agree” or “I like your idea” without expressing any other original thoughts.</td>
<td>Ideas are clear, focused on the topic but don't usually stand out as original. Thoughts sometimes reiterate ideas expressed by others. Occasional mistakes of grammar or expression. Writing appears in a style that is easily readable.</td>
<td>Interesting, new ideas that demonstrate writer's insight on the topic. The posting is more than one or two sentences. Grammar and expression adhere to the norms of standard English.</td>
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