SALISBURY UNIVERSITY
INSTRUCTION I
SOWK 640

Fall 2014

Instructors

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COURSE DESCRIPTION

Catalog Description
SOWK 640: 3 hours credit. The first of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services where students are required to participate in an agency-based field practicum for two days a 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 472 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. Prerequisites or Corequisites: SOWK 620, admission to graduate social work program. Corequisites: SOWK 616. Two working days per week. A seminar with small group discussions or field experiences with related written assignments and activities conducted concurrently.

Enhanced Description
The purpose of the foundation practicum is for the student to apply foundation knowledge, skills, values, and ethics to practice. The focus is on micro-level learning, with introductions to mezzo and macro-level learning. Within the foundation experience students will become aware of self in the process of intervention, use oral and written professional communications that are consistent with the language of the practicum setting and profession and develop the use of
professional supervision to enhance learning. The student will participate in a supervised experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and the work toward the amelioration of environmental conditions that affect people adversely. Furthermore, the student will have the opportunity to use critical assessment, implementation, and evaluation of agency policy within ethical guidelines. The learning experiences and content are operationalized in the student’s learning contract.

The faculty field liaison will visit each agency at least once during the 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**

1. To integrate theoretical learning with practice experience using critical thinking skills in a generalist social work field experience. **PB 2.1.3.1, PB 2.1.3.2, PB 2.1.3.3**
2. To understand and work under supervision within the structure and function of agency and community resource and delivery systems. **BP 2.1.1.6, BP 2.1.4.4**
3. To recognize ethical dilemmas and critically analyze agency policy in terms of social work values and ethics. **PB 2.1.2.1, PB 2.1.2.1, PB 2.1.2.2, PB 2.1.2.3, PB 2.1.2.4, BP 2.1.6.1**
4. To use generalist practice skills that are sensitive to client systems that are at risk or differ in social, cultural, racial religious, spiritual, and class backgrounds, gender, sexual orientation, ability and age and that assist and empower people to increase their capacities and enhance their well-being. **PB 2.1.7.1, PB 2.1.7.2, PB 2.1.7.3, PB 2.1.10 (a) 3, PB 2.1.8.1, PB 2.1.8.2**
5. To apply communication skills professionally, both in person, in documentation and in all other written tasks. **PB 2.1.3.4, PPB 2.1.3.5, PB 2.1.10 (a) 2**
6. To apply to practice that strategies and skills of change that advance social and economic justice based on an understanding of the forms and mechanisms of oppression. **PB 2.1.4.1 PB 2.1.4.2, PB 2.1.4.3, PB 2.1.5.1, PB 2.1.5.2, PB 2.1.5.3, PB 2.1.8.3**
7. To demonstrate professional use of self as a generalist social worker. **PB 1.1.1.1, PB 1.1.1.2, PB 1.1.1.2, PB 1.1.1.3, PB 1.1.1.4, PB 1.1.1.5, PB 1.1.1.6**
8. To use supervision to improve one’s practice. **PB 2.1.1.6, PB 2.1.4.4**
9. To develop goals and strategies for increasing self-awareness and assessing one’s professional growth and development. **PB 2.1.4.4**
10. To identify gaps in services. **PB 2.1.9.1**
11. To evaluate effectiveness as a practitioner and describe how an agency may evaluate effectiveness of programs to guide practice. **PB 2.1.6-1**
12. To identify conceptual frameworks (i.e. practice perspectives, theories of orientation, theories of practice, and practice models) that shape the design of agency programs and services, and guide social work interventions. **PB 2.1.6-2**
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

You will use your Salisbury University email username and password to access MyClasses.

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 INSTRUCTORS

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.

**COURSE REQUIREMENTS**

**SOWK 640- Field Instruction I** carries 3 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 develop 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 asked 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 will be discussed in seminar, and 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/gradfield.html](http://www.salisbury.edu/socialwork/gradfield.html) (20%)

**B. Written Logs**
Each student is expected to write a total of thirteen 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: 13 logs @ 10 points each= 13%)

**C. Process Recording**
Each student will complete a process recording during this semester. The student will follow the process recording outline to document the client interaction. The form will then be turned in to 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 but typewritten is
preferred. The process recording form and complete instructions can be found on the Social Work Department web site. **The completed form must be signed by the student and the instructor and will not be considered complete for grading until the form has the comments and signature of the field supervisor.** (10%)  

**D. Participation**  
The field experience seminar provides an opportunity to share experiences with other students and to integrate the field experience with theoretical concepts. Participation will be graded by each instructor based upon attendance and participation in the face to face seminar discussions. (7%)  

**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 and in MyClasses. 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, if appropriate. (50%)  

**ADDITIONAL COURSE REQUIREMENTS**  
**A. Completion of required Field Instruction Hours and Time Sheets**  
Students must submit time sheets reflecting successful completion of a **minimum of 216 field instruction hours for this course**. **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.**  

Time sheets, once completed with supervisory signatures, are to be submitted electronically via the “Submit Timesheets” link in MyClasses. A copy of the time sheet can be found on the Social Work Department website and in MyClasses.  

Students will be expected to work a regular work day (which for most agencies is 8 hours) for every assigned day of fieldwork. Time sheets must reflect the number of hours actually worked each day. In addition, the student must submitted time sheets reflecting successful completion of the required number of field instruction hours in order to pass this course.

**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 216 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**

<table>
<thead>
<tr>
<th>Participation/Attendance</th>
<th>There will be a 5 percent deduction from the final grade for each unexcused absence</th>
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<tbody>
<tr>
<td>Late assignments</td>
<td>There will be a 5-point deduction for each day late after the due date of any assignment, including logs</td>
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<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Percent of Grade</th>
</tr>
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<tbody>
<tr>
<td>Learning Contract</td>
<td>20%</td>
</tr>
<tr>
<td>Logs</td>
<td>13%</td>
</tr>
<tr>
<td>Process Recording</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>7%</td>
</tr>
<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>
</tr>
<tr>
<td>87 – 91.9</td>
<td>B+</td>
</tr>
<tr>
<td>82 – 86.0</td>
<td>B</td>
</tr>
<tr>
<td>77 – 81.9</td>
<td>C+</td>
</tr>
<tr>
<td>71 – 76.9</td>
<td>C</td>
</tr>
<tr>
<td>65 – 70.9</td>
<td>D</td>
</tr>
<tr>
<td>64.9 and below</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 which balances the necessity of class attendance with the reality of illness and unexpected
events. Absences beyond the allowable limit will, with extenuating circumstances, result in a
five point reduction in the course grade for each absence.

**Allowable Absences**
- 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 result 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 web site.

**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](http://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). 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 assesses 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.


<table>
<thead>
<tr>
<th>Module Number and Date</th>
<th>Module Objectives</th>
<th>Assignments and Readings</th>
</tr>
</thead>
</table>
| **1 8/25-8/31**       | 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 | • 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 Chapter 8  
• Complete Self-Evaluation  
• Complete Scavenger Hunt Assignment  
• Optional Study Resource Available |
| **2 9/1-9/7**         | 1. Attend to professional roles and boundaries  
2. Demonstrate professional demeanor  
3. Identify Core Competencies  
4. Identify Practice Behaviors  
5. Define Strategies/Learning Activities for Practice Behaviors  
6. Define Evidence of Accomplishment for Strategies/Learning Activities | • Complete and submit Log 1  
• **Seminar Discussion Topic: Professionalism**  
After reviewing the NASW Code of Ethics, Standard #3, "Social Workers' Ethical Responsibilities in Practice Settings," and Competency 2.1.1, discuss how you present yourself in your agency as a professional. Click on this link and then Create a Thread to post your discussion answer.  
• Read Learning Contract Section in the Student Handbook  
• Read Grobman text Chapters 5 & 9  
• 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 9/8-9/14**        | 1. Identify Roles of Field Supervisor, Field Liaison and Student  
2. Identify Core Competencies  
3. Identify Practice Behaviors  
4. Summarize NASW’s and Salisbury University’s policies on Confidentiality in a practice | • Complete and submit Log 2  
• **Seminar Discussion Topic: Privacy and Confidentiality** - Using Standard 1.07 of the NASW Code of Ethics, “Privacy and Confidentiality,” select one of the subheadings and discuss how it impacts your service delivery at your agency.  
• Review Confidentiality Section in the Student... |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Tasks</th>
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</table>
| 4    | 9/15-9/21  | 1. Summarize the process and purpose of supervision in social work practice  
2. Identify characteristics of a good supervisor  
3. Identify the supervision process  
4. Use supervision and consultation provided by your field agency  
5. Summarize the evaluation process in field education  
6. Describe the guidelines for formal evaluations  
   |            | - Complete and submit Log 3  
   |            | - Seminar Discussion Topic: Supervision What is supervision? What qualities does a good supervisor demonstrate? What is the role of the supervisee?  
   |            | - 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  | 1. Demonstrate a basic understanding of Bloodborne Pathogens  
2. List common modes of transmission of Bloodborne Pathogens  
3. Name three Bloodborne Pathogens  
   |            | - Complete and submit Log 4  
   |            | - Seminar 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?  
   |            | - Review OSHA website [https://www.osha.gov](https://www.osha.gov)  
   |            | - View Work Care University’s training video on Bloodborne Pathogens  
   |            | - Submit completed Learning Contract  
   |            | - Optional Study Resource Available  
   |            | - Submit timesheet |
| 6    | 9/29-10/5  | 1. Evaluate changing contexts to provide relevant services  
2. Demonstrate leadership in promoting changes in service delivery and practice to improve service quality  
3. Define personal safety  
4. Identify guidelines for personal risk education  
5. Identify risk reduction strategies in the practice setting  
   |            | - Complete and submit Log 5  
   |            | - Seminar Discussion Topic: Personal Safety  
   |            | - Discuss any safety orientation and/or policies your agency has in place to keep workers safe in the office and field settings. What suggestions do you have to improve worker safety in your agency?  
   |            | - Review the Safety Section in the Student Handbook  
   |            | - Read Grobman text Chapter 16  
   |            | - Optional Study Resource Available  
   |            | - Submit timesheet  
   |            | **REMININDER:** Mid-Term Evaluation is due in Module 8!
<table>
<thead>
<tr>
<th>7</th>
<th>10/6-10/12</th>
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</table>
| 1. Demonstrate effective oral and written communication | • Complete and submit Log 6  
• **Seminar Discussion Topic: Documentation** How (handwritten, electronically, etc.) and what is documented in your agency setting? Who reviews your documentation? Who signs it? Is supervision documented?  
• Read Grobman text Chapter 13  
• Submit timesheet |

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<th>8</th>
<th>10/13-10/19</th>
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</table>
| 1. 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 process to assist clients in resolving problems  
14. Negotiate, mediate, and advocate for clients  
15. Facilitate transitions and endings  
16. Critically analyze, monitor, and evaluate intervention | • Complete and submit Log 7  
• **Seminar 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 Mid-Term Evaluation**  
• Submit timesheet |
| 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 | • Complete and submit Log 8  
• Seminar Discussion Topic: Oppression and Discrimination - Describe how oppression or discrimination has impacted one of the clients you are working with or the client population your agency serves.  
• 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 and written communication | • Complete and submit Log 9  
• Seminar 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 | • Complete and submit Log 10  
• Seminar 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. Recognize and manage personal values to allow professional values to guide practice  
2. Demonstrate an understanding of sexual harassment  
3. State examples of sexual harassment  
4. Identify sexual harassment policy and procedure at Salisbury University  
5. Identify your agency’s policy on sexual harassment | • Complete and submit Log 11  
• Seminar Discussion Topic: Sexual Harassment - How does the Code of Ethics (Sections 1.09, 1.10, 1.11, 2.07 and 2.08) guide us regarding our sexual behavior?  
• Review NASW Code of Ethics sections: 1.09, 1.10, 1.11, 2.07, and 2.08  
• Review Salisbury University’s sexual harassment policy and procedure at http://www.salisbury.edu/president/fairpractices  
• Submit timesheet |
<table>
<thead>
<tr>
<th>13</th>
<th>11/17-11/23</th>
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</thead>
<tbody>
<tr>
<td>1. Facilitate transitions and endings</td>
<td></td>
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<tr>
<td>2. Summarize planning with clients while you are gone for Break</td>
<td></td>
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<tr>
<td>3. Identify plan for completing final evaluation with your field supervisor</td>
<td></td>
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<tr>
<td>• Complete and submit Log 12</td>
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<tr>
<td>• Seminar Discussion Topic: Transitions and Endings - Now that the break is approaching, what plans have you made for your clients? Have you ended with them? Are they transitioning to another worker or service? Will you resume seeing them upon your return?</td>
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<tr>
<td>• Submit timesheet</td>
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<tr>
<td>Reminder: Schedule your final evaluation supervision with your field supervisor.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>14</th>
<th>11/24-12/5</th>
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</thead>
<tbody>
<tr>
<td>1. Examine personal reflection and self-correction for professional development</td>
<td></td>
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<tr>
<td>2. Demonstrate professional demeanor throughout the evaluation process</td>
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<td>3. Identify areas for growth toward career-long learning</td>
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<tr>
<td>4. Use supervision and consultation</td>
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<td>5. Engage in career-long learning</td>
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<tr>
<td>• Complete and submit Log 13</td>
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<tr>
<td>• Seminar 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?</td>
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<tr>
<td>• Complete self-evaluation</td>
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<tr>
<td>• Complete Instructor Evaluation using GullNet</td>
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<td>• Submit final timesheet</td>
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<tr>
<td><strong>Final evaluation due by December 5th</strong></td>
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</table>
## 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 Assignment</td>
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<tr>
<td>- Practicum Schedule</td>
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<tr>
<td>- Supervisory Schedule</td>
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</tr>
<tr>
<td><strong>Core Competencies (156 Points Total; 3 points per Practice Behavior)</strong></td>
<td></td>
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</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>
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<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>
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<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>
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<td>- C2.1.6 Engage in research-informed practice and practice-informed research.</td>
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<tr>
<td>- C2.1.7 Apply knowledge of human behavior and the social environment.</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>
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<tr>
<td>- C2.1.9 Respond to contexts that shape practice.</td>
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<tr>
<td>- C2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
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<td>/48</td>
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<tr>
<td><strong>Signature Page</strong></td>
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<tr>
<td>- Student Signature and Date</td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td>- Supervisor Signature and Date</td>
<td></td>
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<tr>
<td><strong>Professional Writing Skills</strong></td>
<td></td>
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<tr>
<td>- Form should be written utilizing professional language and free from grammatical errors.</td>
<td></td>
<td>/14</td>
</tr>
<tr>
<td>- Correct form and format used</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>/200</td>
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</tbody>
</table>

(20% of grade)
## BASW and MSW Foundation

### Field Process Recording Grading Rubric

**Student name:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Interview:</strong> (Purpose, Setting, Client’s Age, etc.)</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>Interview Content:</strong> 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>/50</td>
</tr>
<tr>
<td>• Clinical Listening Skills</td>
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<tr>
<td>• SOLER Skills</td>
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<tr>
<td>• Identification of Barriers to Effective Listening</td>
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<td>• Appropriate use of Silence</td>
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<tr>
<td>• Transference/Counter-Transference</td>
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<tr>
<td>• Appropriate Boundaries and Use of Self</td>
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<tr>
<td>To Include:</td>
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<tr>
<td>• Content</td>
<td></td>
<td></td>
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<tr>
<td>• Client’s Feelings</td>
<td></td>
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<tr>
<td>• Student’s Feelings</td>
<td></td>
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<tr>
<td>• Student’s Thoughts</td>
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<tr>
<td>• Supervisor’s Comments</td>
<td></td>
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<tr>
<td><strong>Assessment of Interview:</strong> Did interview go well? Were there any problems encountered?</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>Evaluation &amp; Impressions:</strong> Evaluate interactions with client and consolidate your impressions by providing a summary of the case.</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>Future Plans/Brief Treatment Plan:</strong> Future plans for client contact or interactions. Include a brief treatment plan.</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>Professional Writing Skills:</strong> Form should be written utilizing professional language and free from grammatical errors.</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>/100 (10% of grade)</td>
</tr>
</tbody>
</table>