

Mary Baldwin University
Department of Social Work
SOWK 400 Field Instruction in Social Work
Fall 2020

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Course Description

This course enables you to integrate field learning with the base of knowledge you have acquired in your previous social work classes. This class is designed to prepare you for a firm foundation upon which to engage in generalist social work practice. Each student enrolled in this class will work in a field placement for approximately 40 hours a week for a total of 450 hours during the Fall 2020 academic semester. Students must have a BSW/MSW/LCSW site supervisor/field instructor for the purpose of education, supervision and evaluation. I will serve as your seminar course instructor. I plan to visit your placement 2 times during the semester and meet with you and your field instructor at a date/time to be scheduled. **Please read this syllabus along with a copy the Field Instruction Manual which can be found <http://marybaldwin.edu/wp-content/uploads/2019/02/Field-Instruction-Manual-20191.doc> and note “Important Dates” included at the end of the syllabus.**

Upon the completion of the course students will be able to:	Social Work Program Competency	Instructional Strategies	Assessment Methods
Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values, and ethical decision-making to assure professional development and ethical practice with clients	2.1.1; 2.1.2	Class participation, journaling, process recordings, assignments, field practicum experience	Class participation, journaling, process recordings, assignments and use of Field Instructor supervision, field evaluations
Apply critical thinking skills to inform and communicate professional decision making.	2.1.3	Field practicum experience, process recordings; assignments	Field evaluations, process recordings, assignments

Identify ways in which cultural structures contribute to diversity and oppression and articulate methods that value difference, empower clients, and advance social and economic justice.	2.1.4; 2.1.5	Assignments, process recordings, organizational assessment, journaling, field practicum experience	Assignments, process recordings, organizational assessment, journaling, practice behaviors, field evaluations
Engage in research-informed practice and practice-informed research	2.1.6	Readings, research, process recordings, field practicum experience	Readings, research, process recordings, field evaluations
Apply knowledge to guide processes of assessment, intervention and evaluation using person and environment.	2.17	Learning Contract, assessments, process recordings, field practice experience	Learning Contract; practice behaviors, assessments, process recordings, field evaluations
Analyze, formulate, and advocate for policies that advance social well-being including collaboration with colleagues to effect policy change	2.18	Readings, organizational assessment; committee involvement, whenever possible, field practicum experience	Organizational assessment, field evaluations
Respond to contexts that shape practice by working with various locations and populations	2.1.9	Class participation, process recordings, field practicum experience	Process recordings, journaling, field evaluations
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.	2.1.10	Field practicum experience, treatment/service plans, process recordings, journaling	Process recordings, journaling, field evaluations

Expectations of Students

Students are expected to approach this course with openness and an eagerness to learn. Students are expected to communicate any questions and/or concerns to both their site

supervisor/field instructor and/or their course instructor in a timely manner and to be open to feedback. **Students are expected to be responsible for their learning. It will require self-initiative and self-discipline.**

Personal and Professional Behavior

Students are expected to use their field experience to foster the use of professional behavior and practice skills used as a social worker. The course offers students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between instructor and student. This includes your ability to uphold the ideals and regulations of the Mary Baldwin University Honor Code. You will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. You will encourage others to fulfill the ideals of the Honor System. You will meet your responsibility to the community by reporting incidents of Honor offenses at <https://go.marybaldwin.edu/student/sga/honorcode/> Additionally, as social work students, you are expected to abide by the ethical standards of the profession. The National Association of Social Workers Code of Ethics is available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Writing

Good writing skills are crucial for social workers. Being able to organize thoughts in clear sentences, using proper English, is essential in professional communication. All written materials submitted for the class will be evaluated on content as well as sentence construction, grammar, spelling and usage. The use of “person-first language” (e.g., *people with disabilities* rather than *the disabled*) in all written and verbal aspects of the class is mandatory. Please adhere to the style guidelines of the *Publication Manual of the American Psychological Association (6th Edition)*.

Learning Styles

You are responsible for your learning. I am cognizant of our varying learning styles and abilities and will do my best to accommodate this in class. However, if you have a documented learning disability and need additional accommodations in learning, please let me know at the beginning of the semester so that I can best meet your needs and contact MBU Disability Services. Special accommodations, as suggested by MBC Disability Services, are not retroactive. Please note that timely participation in the class and completion of the assignments will allow for the most optimal learning experience. Therefore, it is my expectation that assignments, reading and written, will be completed by their due dates. If assignments are late, a 5% penalty may be deducted for each additional day and assignments submitted more than two weeks after their due date may not be accepted. You are strongly encouraged to communicate with me in advance of a due date if you are having difficulty completing an assignment.

Your Field Placement

You must attend your field placements regularly and arrive promptly according to a schedule mutually agreed upon by you and your field instructor. If you are unable to attend your field

placement, it is expected that you will notify me and your field instructor immediately. This includes a readiness to actively share what you are learning in your field placement, as well as your feelings, concerns, dilemmas (staff and client-related), and successes the experience raises for you as a practicing social worker. Further, it requires a willingness to take risks in practicing skill building, sharing your academic knowledge and professional values among fellow students. I expect you to listen to feedback carefully and incorporate this into your continuing professional development. Throughout the semester, I encourage you to revisit your learning goals and educational needs. If you feel as though your goals are not being met, it is your responsibility to seek the necessary support and supervision to help make your field learning as successful as possible. **Your ability to work independently and successfully will surely lead to your readiness to enter the field of social work upon graduation.**

Class

This semester we will meet 9 times on a video conference platform TBD (Zoom, Google Chat, etc.) on scheduled Friday mornings from 10-12pm. Class time counts towards your hours in the field. **Class dates are listed under “Important Dates” included at the end of the syllabus.**

Resources

Computer Helpdesk: help@mbc.edu; 540-887-7075

The Writing Center: Carpenter 408

Note: Regarding APA-style Format, you are encouraged to utilize the online resources through Grafton Library, and/or the following additional resources:

Szuchman, L. and Thomlison, B. 2011. *Writing with Style: APA Style for Social Work*, Brooks/Cole

Hacker, D. and Sommers, N. *A Pocket Style Manual* 6th Ed. Bedford/St. Martins. ISBN: 978-1-5476-0239-9

Discussion Board Assignments on Canvas

Each week you will be required to share your field experiences or additionally respond to related articles or media on Canvas. For example, you will be required to post an Introductory Bio as described on the Discussion Board in Canvas before our first class. Each week you will be required to post one success and one challenge you experienced in the field. There will be other prompts for discussion. You will be expected to read the posts of your classmates and respond. Completion of this assignment will be reflected in your Professional Behavior/Class Participation portion of your grade.

Learning Contract

Learning Contracts are documents that enable you to create personal and professional goals that you want to achieve during your field placement. It provides you with an opportunity to have control over your own learning opportunities. It should be constantly revisited by you and your field instructor during the semester and remain a primary focus during supervision. Refer to the Field Instruction Manual for additional information.

Process Recordings

Students will be required to complete a minimum of two process recordings, one of which can be used for the Oral Process Recording assignment. A template is provided in the Field Instruction Manual. See Class Schedule for due dates.

Organizational Assessment

You will be asked to write an assessment of your agency following the guidelines outlined in the Field Work Manual. This paper will detail the agency's history, goals, structure, administrative hierarchy, agency-government relationships, and a review of the overall availability of agency to families. Further information regarding this assignment can be found in your Field Manual.

Oral Process Recording

Students will be expected to present a case study from their field work experience in class incorporating information from process recordings. Each student will have 10 minutes for this presentation and will be graded on the skills outlined in the rubric that can be found with additional information about this assignment in the Field Manual.

Senior and Field Agency Assessments

Students should complete these surveys found in the Field Manual.

Grading

Learning Contract	40 points
Process Recordings	150 points (75 points each)
Organizational Assessment	100 points
Oral Process Recording	100 points
Senior and Field Agency Assessments	10 points (5 points each)
Midterm and Final Evaluations	130 points and 260 points, respectively
Class Attendance	90 points (10 points per class)
Online Discussion and Activities	130 points (10 points per week)

A total of 1000 points is possible. Grades are earned in the following way:

A	=	924-1000	B-	=	794-834	D+	=	674-694
A-	=	894-924	C+	=	774-794	D	=	634-674
B+	=	874-894	C	=	734-774	D-	=	594-634
B	=	834-874	C-	=	694-734	F	=	under 594

Field Instruction 2020 Important Dates

September

<i>Aug 24:</i>	<i>First Day Semester and field practicum</i>
Aug 28:	First Class (Intro Post DUE before class)
Sept 4:	Class (Learning Contract Drafts DUE) - Reviewed in Class
Sept 18:	Class (Final Learning Contract DUE) - Reviewed in Class
Oct 2:	Class (Process Recording 1 DUE)
Oct 9:	Class (Mid-term Evaluation DUE)
Oct 23:	Class (Process Recording 2 DUE)
Oct 30:	Class (Organizational Assessment Due) - Presented in Class
Nov 13:	Class - Oral Process Recording Presentations in Class
Nov 20:	Last Class (Assessments, Final Evaluations, Timesheet DUE)
<i>Dec 4:</i>	<i>Last Day of Semester</i>