

**Mary Baldwin University**  
**Department of Social Work**  
**SOWK 400 RO-Field Instruction in Social Work**  
**Practicum-Fall 2020**

**Instructor:** Dianna B. Parrish, LPN, MSW, LCSW

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**Course Dates:**

**Times: 11:15 AM to 2:00 PM**

Class dates: **9/05, 10/10, 10/31, 11/21**

2 site visits- **Midterm week October 5-9<sup>th</sup>**

Final paperwork/evaluations/timesheets, etc. **December 5, 2020**

Course location: Room 816 E

**Practicum begins on August 24, 2020**

**NO BOOK-**

**USE FIELD MANUAL-BALDWIN ONLINE**

<https://marybaldwin.edu/academics/social-work/>

**Course Description:**

This course enables you to integrate classroom learning into an ethical practice while working with individuals, families or groups in the community. You will receive peer and professional support in a collaborative learning process. During class time, both you and I will give and receive constructive clinical feedback to one another regarding fieldwork and build upon your existing social work skills and knowledge. This class is designed to prepare you for a firm foundation upon which to begin your social work practice in a safe & instructional environment with agency supervisors.

Each student intern enrolled in this class will work in a practicum in a field placement for 32 hours per week if you are considering 400 hours for the academic semester. However, you can do 340 hours at the minimum in your practicum due to the COVID-19 pandemic. Students are assigned a field instructor who is a BSW/ MSW/LCSW for the purpose of education, supervision and evaluation. You and I will meet with your field instructor two times this semester at your assigned field placements.

**Course Competencies: Upon successful completion of the course students will be able to demonstrate achievement of the following competencies:**

**Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly**

- P.B.2.1.1.a Advocate for client access to the services of social work
- P.B.2.1.1.b Practice personal reflection and self-correction to assure continual professional development
- P.B.2.1.1.c Attend to professional roles and boundaries
- P.B.2.1.1.d Demonstrate professional demeanor in behavior, appearance and communication
- P.B.2.1.1.e Engage in career-long learning
- P.B.2.1.1.f Use supervision and consultation

**Competency 2.1.2 Apply social work ethical principles to guide professional practice**

- P.B.2.1.2.a Recognize and manage personal values in a way that allows professional values to guide practice
- P.B.2.1.2.b Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, International Federation of Social workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- P.B.2.1.2.c Tolerate ambiguity in resolving ethical conflicts
- P.B.2.1.2.d Apply strategies of ethical reasoning to arrive at principled decisions

**Competency 2.1.3 Apply critical thinking to inform and communicate professional judgments**

- P.B.2.1.3.a Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom
- P.B.2.1.3.b Analyze models of assessment, prevention, intervention and evaluation
- P.B.2.1.3.c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**Competency 2.1.4 Engage diversity and difference in practice**

- P.B.2.1.4.a Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or enhance privilege and power
- P.B.2.1.4.b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- P.B.2.1.4.c Recognize and communicate their understanding of the importance of difference in shaping life experiences
- P.B.2.1.4.d View themselves as learners and engage those with whom they work as informants

**Competency 2.1.5 Advance human rights and social and economic justice**

- P.B.2.1.5.a Understand the forms and mechanisms of oppression and discrimination
- P.B.2.1.5.b Advocate for human rights and social and economic justice
- P.B.2.1.5.c Engage in practices that advance social and economic justice

**Competency 2.1.6 Engage in research-informed practice and practice-informed research**

- P.B.2.1.6.a Use practice experience to inform scientific inquiry
- P.B.2.1.6.b Use research evidence to inform practice

**Competency 2.1.7 Apply knowledge of human behavior and the social environment**

- P.B.2.1.7a Utilize conceptual frameworks to guide the processes of assessment, Intervention and evaluation
- P.B.2.1.7b Critique and apply knowledge to understand person and environment.

**Competency 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- P.B.2.1.8a Analyze, formulate, and advocate for policies that advance social well-being
- P.B.2.1.8b Collaborate with colleagues and clients for effective policy action

## Competency 2.1.9 Respond to contexts that shape practice

- P.B.2.1.9.a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- P.B.2.1.9.b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

## Competency 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- P.B.2.1.10.a Engagement
  - i) substantively and affectively prepare for action with individuals, families, groups, organizations and communities
  - ii) use empathy and other interpersonal skills
  - iii) develop a mutually agreed on focus of work and desired outcomes
- P.B.2.1.10.b Assessment
  - i) collect, organize and interpret client data
  - ii) assess client strengths and limitations
  - iii) develop mutually agreed-on intervention goals and objectives
  - iv) select appropriate intervention strategies
- P.B.2.1.10.c Intervention
  - i) initiate actions to achieve organizational goals
  - ii) implement prevention interventions that enhance client capacities
  - iii) help clients resolve problems
  - iv) negotiate mediate, and advocate for clients
  - v) facilitate transitions and endings

P.B.2.1.10.d Evaluation

### Attendance

Your attendance in class is required and necessary for us all to share our learning experiences together and participate in a largely discussion-based format of class. **If you are going to be late or absent, contact Professor Parrish at 540-767-6173 if you are notifying on the day of absence or tardiness and you can also email.**

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 your field instructor immediately. You will also notify your class instructor if you miss any time at your placement or miss your start date.

### Participation:

Seminars involve more student directed participation than is commonly found in other classroom experiences. 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. Please come to class ready to participate, listen and learn.

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 you 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.

**Note: Use of cell phones in any capacity will not be tolerated during the class. Your cell phone will be confiscated if you are seen using it and held by the instructor until the end of the class.**

### **Learning Styles:**

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 Academic Resource Center or Dr. Jenny Joczick at 540-887-7250. **Special accommodations, as suggested by MBU 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 penalty of a letter grade will be deducted for each additional day and assignments submitted after five days late will 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. Classes are mandatory due to the number of assignments that have to be completed during the semester unless illness or medical issues interfere with coming to class.**

### **Resources:**

**Computer Helpdesk:** [help@marybaldwin.edu](mailto:help@marybaldwin.edu) for IT problems with Canvas, etc.

**Academic Resource Center** 540-887-7250 or go online at [www.marybaldwin.edu](http://www.marybaldwin.edu) and search academic resource center and make appointment at: <https://marybaldwin.edu/academic-resource-center/>.

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

**Note:** Proper citation of others' works is not only required; failure to do so is considered theft and grounds for an Honor Code violation. In most instances, the first incidence of such failure to properly cite and/or use a reference list will require that the assignment be revised making corrections as necessary. Failure to redo the assignment will result in "0" points for the assignment. An additional incident will result in a referral for investigation of an Honor Code violation.

### **Assignments:**

#### **Professional Behavior Standards/Expectations:**

Find three articles dealing with areas of interest in your placement or pertaining to human rights and bring them to the 1<sup>st</sup> class to discuss with your classmates. Upload your paragraph about the first article on blackboard at the end of the first week. You will also discuss it again in your first class.

#### **Process Recordings:**

Students will be required to complete a minimum of three process recordings. See Class Schedule for due dates. (Completion of this assignment will be included in your Professional Behavior in the class/Class Participation grade.)

### **Group Facilitation:**

Students will be expected to research a 15 minute group exercise and facilitate the group exercise with another student or alone. Please begin researching the group before the first class in order to inform professor of your choice at the 1st class meeting.

### **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 supervisor during the semester and remain a primary focus during supervision.

Be creative. Ask your supervisor for ideas. Take a risk and challenge yourself and your learning by trying something that makes you uncomfortable. Find a way to bring a skill you have to your placement and share your knowledge with co-workers. Think about both your professional and personal goals. Be specific. Think: What do I most want to learn while I am here? How will I learn the most from this social service agency? What areas of service are most interesting to me? How might I best offer my skills and service to this agency?

Additional information about this assignment can be found in your Field Instruction Manual.

### **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/Social Work Assessment:**

Students will be expected to present a case study from their field work experience incorporating information from process recordings. Each student will have 15 minutes for this presentation and will be graded on the skills outlined in the attached rubric. Additional information about this assignment is included in the Field Manual.

### **Grading:**

1 <sup>st</sup> article	02 Points
Professional Behavior/Class Participation/Attendance	13 Points
Learning Contract	10 Points
Group Facilitation	05 Points
Organizational Assessment	05 Points
Oral Report-Process Recording	10 Points
Process Recordings (3 x 5pts)	15 Points
Evaluation from Placement Supervisor/ Field Instructor Mid-term & Final (20 points per evaluation)	40 Points

**Attendance is mandatory but you will receive extra credit of .05 for each class attended with active participation.**

**Grading Scale:**

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 & below

**Final Evaluations**

Final time sheets are due for seniors final evaluations

**All assignments are due on day indicated in the syllabus. If they are late, there will be a drop by one letter grade for each day late unless medical excuse is given by due date. Please maintain contact with professor if there are any problems that would interfere with assignments and class work.**

**Honor Code: For all assignments & group presentations, students are allowed to use internet sites and collaboration with other students/professionals are allowed as long as the ideas are your own and every student will agree to up hold the integrity of the honor code and reframe from plagiarism by citing all sources in all of the homework assignments.**

***\*\*\*\*Should I or other students witness Honor code infractions, a report will be sent to the honor council chairwoman by email or filing an incident report. If the honor code offense is related to a course assignment, the assignment will not receive a grade until the matter is resolved by the Honor Council.***

**\*\*\*\*\*Every assignment, evaluation, and assessment is located in the Field Manual located on the Website under Social Work Practicum and field. Everything that you need is located in this Manual.**

**SOWK 400-FIELD INSTRUCTION-FL 20**  
**COURSE SCHEDULE**

**Due Dates:**

Article of interest	August 28th -Canvas
Two review articles of Interest	September 9/05-Discuss in Class
Learning Contract	September 9/05-Discuss in Class
Process Recording #1	September 12 <sup>th</sup> - Canvas
<b>**Mid semester Evaluation Due</b>	October 5 <sup>th</sup> - 9 <sup>th</sup> -Due @ 1 <sup>st</sup> site visit
Written Organizational Assessment	October 10th-2 <sup>nd</sup> Class
Oral Presentation-Agency	October 10th-2 <sup>rd</sup> Class
Group Exercise	Oct 31th-4 <sup>rd</sup> Class
Process Recording #2	November 7 <sup>th</sup> Canvas
Process Recording #3	November 21-3 <sup>rd</sup> class
<b>**2<sup>nd</sup> site visit</b>	November 30 to December 4
Final Evaluations	December 5 <sup>th</sup> -Canvas

**Prior to First Group Session**

Read three articles to discuss in class-**August 28 th, 2020**  
Write a paragraph about one article by **August 28th, 2020** and post to canvas.  
Look up a group exercise for 3<sup>nd</sup> class meeting- to present in class

**September 5th, 2020-1<sup>st</sup> Class—2 articles of interests to discuss**

Discuss Field Orientation  
Discuss ideals for group exercise  
Discuss Learning Contract

**October 5<sup>th</sup> to 9<sup>th</sup>-site visits scheduled for Mid-term Evaluation & grade**

**October 10th-2<sup>nd</sup> Class**

Written Organizational Assessment Due  
Oral report on Organization

**October 31<sup>th</sup>—3<sup>rd</sup> Class-group exercises**

2<sup>nd</sup> Process Recording due –**November 7<sup>th</sup>**

**November 21<sup>st</sup>.-4rd Class—3<sup>rd</sup> Process Recording--Finishing up**

**2<sup>nd</sup> Site visit scheduled on dates- November 30<sup>th</sup> to December 5<sup>th</sup>. Final evaluation w/ grade**

**December 5th, 2020-- Final Evaluations, supervisor's evaluation, student's evaluation, timesheets, & learning contract filled out with dates uploaded to Canvas.**