

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2015-2016
SW 491 Pre-Field Seminar**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 491

Course Title: Pre-Field Seminar

Days, Time and Location of class:

Professor:

Office Location: William Sutton Administration

Office Hours:

Office Phone Number:

Main Office Number (662) 254-3365

Email Address: Bb e-mail

Prerequisite: SW 210, SW 302, SW 307, SW 320,
and SW 330

Required Technology Skills: Students in the class are expected to be efficient in the use of computers, Basic computer skills, the internet, and PowerPoint.

CATALOG COURSE DESCRIPTION

Application and admission process for field placement.

COURSE DESCRIPTION

The pre-field seminar is a weekly one (1) hour seminar that is designed to prepare students for entering BSW social work field education. This seminar will assist in identifying the client populations and placement opportunities that are of interest to the student, allows students to

discuss and research various organizations and agencies from a diverse field of practice, and prepare students for their interview with field instructors for possible placement.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Practice Behaviors	Assessment of Practice Behaviors
<p>EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Advocate for client access to the services of social work.</p> <p>Practice personal reflection and self correction to assure continual professional development</p> <p>Attend professional roles and boundaries;</p> <p>Demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting.</p>	<p>NASW Code of Ethic</p> <p>Discussion</p> <p>Personal Interview</p>
<p>EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.</p>	<p>Apply strategies of ethical reasoning to arrive at principled decisions.</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p>	<p>NASW Code of Ethic</p> <p>Discussion Board on Ethics</p>
<p>EPAS Competency: 2.1.3 Apply</p>	<p>Distinguish, appraise, and integrate</p>	<p>Agency/Organizati</p>

<p>critical thinking to inform and communicate professional judgments.</p>	<p>multiple sources of knowledge, including research-base and practice base.</p> <p>Analyze models of assessments, prevention, and evaluation</p> <p>Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues.</p>	<p>on Research Paper</p> <p>Article Summaries</p>
<p>EPAS Competency: 2.1.4 Engage diversity and difference in practice.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-base and practice base.</p> <p>Analyze models of assessments, prevention, and evaluation</p> <p>Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities and colleagues.</p>	<p>Code of Ethic Discussion,</p>
<p>EPAS Competency: 2.1.5 The students will put into practice the advancement of human rights and social and economic justice</p>	<p>Advocates for human rights and social and economic justice.</p> <p>Understands the forms and mechanisms of oppression and discrimination.</p> <p>Engage in practices that advance social and economic justice.</p>	<p>Discussion on Human Rights & Justice</p>
<p>Rural Competency: 2.1.12 – Integrate knowledge of rural values and customs into autonomous social work practice with children and families.</p>	<p>Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>	<p>Article Summaries</p>

COURSE REQUIREMENTS

Required Textbooks:

Mississippi Valley State University BSW Faculty (2016). Mississippi Valley State University BSW Field Manual. Mississippi Valley State University Department of Social Work.

National Association of Social Workers (2008). Code of ethics of the National Association of Social Workers. National Association of Social Workers.

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

Each student is expected to attend seminar and engage in respectful discussion. Students are also expected to engage in self-reflection to identify their personal learning styles as well as personal experiences that may influence personal perspectives in working with different at-risk client populations. In addition, each student is expected to interview community social service providers to identify supervisory styles that are compatible with the student's learning needs as client populations that are of interest for beginning BSW generalist social work practice.

Professional Resume: Each student is required to create a one-page resume in order to learn how to professionally present his/her education and work experience. Students are encouraged to consult with a counselor at the Career Center before turning in his/her resume. While this assignment is not graded, it is required for successful completion of the course and will be shared with prospective field instructors to secure a field placement. However, a two page reflection paper is required for a grade. Write a two page reflection paper on your resume preparation which should include (a) how would you rate yourself as an applicant applying for a position in a social service agency based on your resume (b) what do you see as your strengths and your

limitations (c) what skill sets do you have to offer (d) why should you get the job versus someone else (e) what do the presentation of your resume say about you?

Application to Field: Each student will complete an application for admission to field education. This application explores learning interests as well as special learning needs, including identification of developmental experiences that might impact one's ability to engage in practice with specific client populations. An application form will be provided with seminar discussion to enhance successful completion of the form. The completed field application should be submitted on the due date identified in the schedule of assignments, but must be submitted no later than the date of the personal interview with the faculty liaison. (See *BSW Social Work Field Education Manual* for full description of the field admission criteria.)

Personal Interview: Each student is required to participate in a personal interview for field, in order to and assist the student in selecting options that will best meet his/her learning interests and needs. The student should dress professionally for this meeting, and treat it as a practice interview. A sign-up sheet will be posted to schedule individual appointment times.

Agency/Organization Research Paper: Students will interview a licensed social worker in an agency or organization then write a five page paper, using APA style, on social work practice in a specific agency or organization. The paper should include the following information: (a) Type of agency, (b) Brief history of agency, (c) Level of service focus, (d) Agency clientele, (e) Role of social workers in the agency, (f) Consistency between the agency's role for social workers and what the literature says for the specific field of practice and any conflicts that may arise between the social worker and other professionals within the agency. Discuss how the conflict(s) is/are resolved.

Evaluation Procedures:

Performance Standards:

	Value	Points	Assignment Due
Professional Resume	1@100	100	September 14, 2016
Agency/Organization Research Paper	1@100	100	November 9, 2016
Professional Dress	1@100	100	November 30, 2016
Field Application	1 @100	100	September 7, 2016

	Total	400	

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Syllabus Review Course Overview NASW Code of Ethics	Class Discussion
Week Two	Discuss articles on ethics in social work practice	Class Discussion
Week Three	In class exercise on ethic and values	Class Discussion and Exercise
Week Four	Discuss the different learning styles. Students will complete the learning style inventory.	Class Discussion
Week Five	Guest Speaker	Class Discussion
Week Six	Discuss articles on conflict styles and what does this mean in social work practice. Each student must read and bring an article to class for discussion.	Class Discussion

	Article must be written within the last 5 years and is taken from a scholarly (peer reviewed journal).	
Week Seven	Mid-Term (on-line)	Assessment
Week Eight	Discussion on Professional Resume	Class Discussion
Week Nine	Guest Speaker	Class Discussion
Week Ten	Review a scholarly article on social work values and ethics and post a brief overview of the article on Blackboard Discussion Board for discussion. You must discuss why values and ethics are important.	Class Discussion
Week Eleven	Discussion on Human Rights & Justice	Class Discussion
Week Twelve	Students will bring article to discuss in the classroom on ethical issues and how it impact social work practice in rural settings.	
Week Thirteen	Select one of the following statements and post your response on blackboard discussion board. <ol style="list-style-type: none"> 1. Discuss the term “oppression” and provide an example that you have observed or experienced either in social work or elsewhere. 2. Define and describe the various forms of racism and provide examples of these definitions from your experience both personally and 	Class Discussion

	educationally.	
Week Fourteen	Break	
Week Fifteen	Students should dress in professional attire for an interview	Presentation
Week Sixteen	Reading Days & Final Exam	Assessment

BIBLIOGRAPHY

- Bernstein, D. A. (2011). *Essential of psychology* (5th ed.). Belmont, CA: Wadworth.
- Jansson, B. S. (2014). *Empowerment series: Becoming an effective policy advocate: From Policy practice to social justice*. (7th ed.). Belmont, CA: Thomson, Brooks-Cole.
- Kendall, D. (2013). *Social problem in a diverse society*. Boston, MA: Pearson.
- Kirst-Ashman, K. K. & Hull, G. H., Jr. (2012). *Generalist practice with organization and communities* (6th ed.). Belmont, CA: Brooks/Cole).
- McInnis-Dittrich, K. (2014). *Social work with older adults* (4th ed.). New York: Pearson.
- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.
- Moniz, C., & Gorin, S. (2014). *Health care policy and practice: A biopsychosocial perspective* (4th ed.). New York: Routledge.
- Runyon, M. D., & Urquiza, A. J. (2011). Child physical abuse. In J. E. B. Myers (Ed.), *The APSAC handbook on child maltreatment* (3rd ed.). 197-212.
- Trenholm, S. & Jensen, A. (2013) *Interpersonal communication*. New York: Oxford University Press.
- Zastrow, C., Kirst-Ashman, K.K., (2013). *Understanding human Behavior and the Social environment* (9th ed.). Belmont, CA: Belmont, CA: Brooke/Cole.