

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2015-2016  
SW 436: FIELD PRACTICUM**

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

**Academic Term and Year:**

**Course Prefix and Number:** SW 436

**Course Title:** Field Practicum

**Days, Time and Location of class:** William Sutton Administration

**Professor:**

**Office Location:** William Sutton Administration Suite 218

**Office Hours:**

**Office Phone Number:**

**Main Office Number** (662)-254-3365

**Email Address:**

**Prerequisite:** SW 210, 301, 302,303, 307, 320,  
327, 330, 410 & 491

**Required Technology Skills:** Basic internet and word processing skills

**CATALOG COURSE DESCRIPTION**

Supervised internship which allows students to apply the social work curriculum content in entry level practice with a variety of client systems. Prerequisites: Admission to field placement; SW 491: concurrent enrollment in SW 437.

**COURSE DESCRIPTION**

Field Practicum provides students with a learning opportunity to learn how to practice generalist social work under the direct supervision of a field instructor at an approved field agency. This course allows students to experience integrate and practice classroom learning with actual clients, community organizations, and agency programs.

## **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><b>2.1.1</b> Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• advocate for client access to the services of social work;</li> <li>• practice personal reflection and self-correction to assure continual professional development;</li> <li>• attend to professional roles and boundaries;</li> <li>• demonstrate professional demeanor in behavior, appearance, and communication;</li> <li>• engage in career-long learning; and</li> <li>• use supervision and consultation.</li> </ul>	<p>Review learning contract</p>
<p><b>2.1.2</b> Apply social work ethical principles to guide professional practice.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>• 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</li> </ul>	<p>Review learning contract</p>

	<p>Schools of Social Work Ethics in Social Work, Statement of Principles;</p> <ul style="list-style-type: none"> <li>• tolerate ambiguity in resolving ethical conflicts; and</li> <li>• apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>	
<p><b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</li> <li>• analyze models of assessment, prevention, intervention, and evaluation; and</li> <li>• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul>	<p>Review learning contract</p>
<p><b>2.1.4</b> Engage diversity and difference in practice</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</li> <li>• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</li> <li>• recognize and communicate their understanding of the importance of difference in shaping life experiences; and</li> <li>• view themselves as learners and engage those with whom they work as informants.</li> </ul>	<p>Review learning contract</p>
<p><b>2.1.5</b> Advance human rights and social and economic justice.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• understand the forms and mechanisms of oppression and discrimination;</li> <li>• advocate for human rights and social and economic justice; and</li> </ul>	<p>Review learning contract</p>

	<ul style="list-style-type: none"> <li>engage in practices that advance social and economic justice.</li> </ul>	
<b>2.1.6</b> Engage in research-informed practice and practice-informed research.	<p>Social workers</p> <ul style="list-style-type: none"> <li>use practice experience to inform scientific inquiry and</li> <li>use research evidence to inform practice.</li> </ul>	Review learning contract
<b>2.1.7</b> Apply knowledge of human behavior and the social environment	<p>Social workers</p> <ul style="list-style-type: none"> <li>utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation ; and</li> <li>critique and apply knowledge to understand person and environment.</li> </ul>	Review learning contract
<b>2.1.8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<p>Social workers</p> <ul style="list-style-type: none"> <li>analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>collaborate with colleagues and clients for effective policy action.</li> </ul>	Review learning contract
<b>2.1.9</b> Respond to contexts that shape practice.	<p>Social workers</p> <ul style="list-style-type: none"> <li>continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</li> <li>provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>	Review learning contract
<b>2.1.10(a)–(d)</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<p><b>Engagement</b></p> <p>Social workers</p> <ul style="list-style-type: none"> <li>substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>use empathy and other interpersonal skills; and</li> <li>develop a mutually agreed-on focus of work and desired outcomes.</li> </ul> <p><b>Assessment</b></p>	Review learning contract

	<p>Social workers</p> <ul style="list-style-type: none"> <li>• collect, organize, and interpret client data;</li> <li>• assess clients strengths and limitations;</li> <li>• develop mutually agreed-on intervention goals and objectives; and</li> <li>• select appropriate intervention strategies.</li> </ul> <p><b>Intervention</b></p> <p>Social workers</p> <ul style="list-style-type: none"> <li>• initiate actions to achieve organizational goals;</li> <li>• implement prevention interventions that enhance client capacities;</li> <li>• help clients resolve problems;</li> <li>• negotiate, mediate, and advocate for clients; and</li> <li>• facilitate transitions and endings.</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Social workers critically analyze, monitor, and evaluate interventions.</li> </ul>	
<p><b>2.1.11</b> Use interventions that recognize the needs and strengths present in rural communities.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• understand and use appropriate interventions needed to address the strengths of individuals, families, groups, and communities in rural areas.</li> </ul>	<p>Review learning contract</p>
<p><b>2.1.12:</b> 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.</p>	<p>Social workers</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of local resources in rural settings in order to effectively empower clients to enhance their capacities.</li> </ul>	<p>Review learning contract</p>

## COURSE REQUIREMENTS

### Required Textbooks:

Field Internship Manual, Bachelor of Social Work Program, Department of Social Work,

Mississippi Valley State University (June 2016).

**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:**

**Learning Contract**

The learning contract must be completed and signed by the student and field instructor by the end of week two of the agency field placement. **Attachment A**

**Mid-Term Field Evaluation**

Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Field instructors will be notified of the due date for the mid-term evaluation.

**Final Field Evaluation**

Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner. Field instructors will be notified of the due date for the final evaluation.

**Weekly Field Logs and Time Sheets**



Students will complete and submit weekly field logs and time sheets to the BSW Field Coordinator bi-weekly. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

**Evaluation Procedures:**

See Learning Contract

**Grading**

A student must receive a grade of C or greater to pass this course. The following grading scale will be used to assign grade. The final grade for field will be determined by the BSW Field Coordinator. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

The following scale will be used to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behavior with a sum total of 150;  $150 \div 42 = 3.57$  (student's grade)

**Performance Standards:**

Grading Scale

4.0 = A	Performance is exceptionally high on performance task.
3.0-3.9 = B	Performance is generally high on performance task.
2.0-2.9 = C	Performance is typically not above minimal expectations.
1.0-1.9 = D	Performance sometimes falls below what is minimally expected.
Below 1.0 = F	Performance is typically below what is minimally expected.
NA	Not applicable to this setting. <b>Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the BSW Field Coordinator should be contacted.</b>

**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](mailto:billy.benson@mvsu.edu).

## COURSE ACTIVITIES

<b>Week One</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Two</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Three</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Four</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Five</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Six</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Seven</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Eight</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Nine</b>	Break	

<b>Week Ten</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Eleven</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Twelve</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Thirteen</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Fourteen</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Fifteen</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Sixteen</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.
<b>Week Seventeen</b>	In Field Monday – Friday – 9 a.m. – 5 p.m. each week	See Learning Contract for all course activities.

## BIBLIOGRAPHY

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- Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (2<sup>nd</sup> ed.). Boston: Pearson.
- Cummins, L. K., Sevel, J. A., & Pedrick, L. (2012). *Social work skills for beginning direct practice*. Boston: Pearson.
- Garthwright, C. L. (2011). *The social work practicum: A guide and workbook for students* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Grobman, L. M. (2011). *The Field Placement Survival Guide: What you need to know to get the most from your social work practicum* (2<sup>nd</sup> ed.). Harrisburg, PA: White Hat Communications.
- Kiser, P.M. (2012). *The human services internship: Getting the most from your experience* (3<sup>rd</sup> ed.). Boston: Brooks/Cole.
- Larkin, S.J., (2013). *Applying your generalist training: A field guide for social workers*. Brooks/Cole. Cengage Learning.
- Lee, M., Carlson, K. & Senften, S. H. (2014). Impact of providers' cultural competence on clients' satisfaction and hopefulness in rural family services: A pilot study. *Contemporary Rural Social Work*. 6. 58-71.
- Miley, K. K., O'Melai, M. & Dubois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Mississippi Valley State University Social Work Field Manual available on Mississippi Valley State University web site [www.mvsu.edu](http://www.mvsu.edu)
- Nichols, Q. (2012). *Connection core competencies: A workbook for social work students*. Allyn & Bacon.
- Riebschleger, J. (2007). Social workers' suggestions for effective rural practice. *Families in Society: The Journal of Contemporary Social Services*. doi: 10.1606/1044-3894.3618.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). *Field Instruction: A guide for social students* (5<sup>th</sup> Ed.). Boston: Pearson.