



School of Social Work
Fall 2020 COURSE SYLLABUS

COURSE INFORMATION SOCW 647 A-E Advanced Practicum (1-5 credit hours)
Meets as arranged

PREREQUISITE(S) Field-readiness clearance
COREQUISITE (S) SOCW-611, SOCW-617

INSTRUCTOR(S) **Name:** Lunelle E. Bertresse, MSW

Office: Daniells Hall 1111

(Virtual) Office Hours by Appointment: ~~Monday,~~ 1pm - 4pm; ~~Tuesday,~~ 9am - 11am;
~~Thursday,~~ 10am - 12 noon; 2pm - 4pm

To Book an Appointment: To make an appointment, please schedule using: calendly.com/lbertresse
There are different meeting options that you can choose from.

Office Phone: 423.236.2634

E-mail: lunelleb@southern.edu

SOSW Facebook Site: <https://www.facebook.com/sauschoolofsocialwork/>

ONLINE LEARNING

The eClass URL is <http://eClass.e.southern.edu>. For technical support, contact the eClass Help Desk at 423.236.2086 or by e-mail at eClasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

None

COURSE DESCRIPTION

This course provides the opportunity for students to apply knowledge, values, and theories as they practice advanced generalist skills under the supervision of an advanced practitioner. Through advanced-level participation in a field education setting, the student demonstrates skills and competency for performing autonomous social work practice behaviors. This course includes a field orientation and online assignments for field readiness. A total of five hours of Advanced Practicum are required to complete the MSW degree. Pass/Fail.

MSW PROGRAM COMPETENCIES
1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COMPETENCY BASED PRACTICE BEHAVIORS

By the completion of this course, students will be able to demonstrate all advanced practice behaviors of the program competencies, as outlined in the student's Learning Plan (see Appendix for a sample of the full learning plan:

Competency (ADV)	PB#	Practice Behavior's Description
1. Demonstrate ethical and professional behavior.	1.1 1.2 1.3 1.4	<ul style="list-style-type: none"> • Develop a practice framework for analysis of complex environments, that is ethical, value-grounded, and evidenced-based; • Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges; • Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation; and • Demonstrate professional oral and written communication skills.
2. Engage diversity and difference in practice.	2.1 2.2	<ul style="list-style-type: none"> • Develop and implement strategies that strive to eradicate discrimination in any form; and • Implement evidence-based and culturally-informed strategies with diverse populations.

3. Advance human rights and social, economic, and environmental justice.	3.1 3.2	<ul style="list-style-type: none"> • Demonstrate leadership in advocating for human rights, social, economic and environmental justice; and • Design and implement social action strategies.
4. Engage in research-informed practice and practice-informed research.	4.1 4.2	<ul style="list-style-type: none"> • Engage in a review of contemporary best practices; and • Conduct research that responds to social work practice needs.
5. Engage in policy practice.	5.1 5.2	<ul style="list-style-type: none"> • Advocate with and inform stakeholders to impact policy change; and • Develop and implement a policy and/or advocacy plan.
6. Engage with individuals, families, groups, organizations, and communities.	6.1 6.2	<ul style="list-style-type: none"> • Examine evidence-based practices to prepare for professional engagement across systems; and • Engage with systems utilizing evidence-based practice strategies.
7. Assess individuals, families, groups, organization, and communities.	7.1 7.2	<ul style="list-style-type: none"> • Formulate comprehensive assessments, using a variety of diagnostic classification systems; and • Design and implement organizational and/or community assessments.
8. Intervene with individuals, families, groups, organizations, and communities.	8.1 8.2	<ul style="list-style-type: none"> • Implement clinical evidence-based interventions with individuals, families, and/or groups; and • Integrate macro level evidence-based strategies with organizations and/or communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.	9.1 9.2	<ul style="list-style-type: none"> • Select evidence-based evaluation strategies according to their efficacy with specific client systems; and • Evaluate the efficiency and effectiveness of practice outcomes across systems.

SOCIAL WORK CORE VALUES (NASW, IFSW)	BIBLICAL FOUNDATION FOR SOCIAL WORK CORE VALUES
SERVICE	Matthew 25:31-45; Luke 10:25-37
SOCIAL JUSTICE	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
THE IMPORTANCE OF HUMAN RELATIONSHIPS	Matthew 5:23-24; Matthew 22:37-39; Mark 12:31
THE DIGNITY AND WORTH OF THE PERSON	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
INTEGRITY	1 Chronicles 29:17; 1 Timothy 3:9
COMPETENCY	Proverbs 3:5; Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
HUMAN RIGHTS	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4

COURSE DIVERSITY ELEMENTS: age, gender, gender identity, race, sex, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS: socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim.

LEARNING ACTIVITIES

Learning activities should include the following for all students:

- A. Time requirements for practicum:** Students are required to complete a total of 500 clock hours of field experience, achieved through Summer 2020 (August 1, 2021). Students will engage in supervised advanced generalist practice behaviors outlined in their individualized Learning Plan. Students will begin practicum August 24, 2020. A minimum of 13 hours a week is required to complete each week in field.
- B. Journal:** It is a requirement for students to address competencies and document practice behaviors experienced in field. These practice behaviors would be described and reflected upon in 4-5 Weekly Student Entries that would make up a Monthly Journal.

Note about Hours: Your hours will be documented within the Weekly Student Entries and must be approved by your Field Instructor.

Monthly Journals can be accessed on the SONIA website (<https://southernssw.sonialive.com>).

In order to access the following month's journal assignment, the Field Instructor must sign off on the completed journal.

Note about Submissions: In order to submit the journal for that month, you must hit the 'Submit' button after Week 5, even if there were only 4 weeks.

Using the 'MSW Monthly Journal Evaluation Rubric', students must achieve a score of 16 or higher.

Completed Monthly Journals are to be signed and **submitted by the first Sunday of each month by 11:59pm.**

- C. Individualized Field Education Plan: This document can be found in SONIA.** Students will meet with their assigned field instructor and task supervisors to complete the Individualized Field Education Plan. This plan will guide students in developing the learning plan assignment. The document is due **two** weeks after student's start date.
- D. Learning Plan:** The Learning plan will be **submitted no later than 1 month** from their initial start date of placement on SONIA. Student will develop measurable learning experiences from their practicum setting that meet the criteria of the learning plan. The Learning Plan is the heart of your Practicum experience. This plan will guide all of your experiences and should be developed **by you** with input from your field instructor and the information gathered from your Individualized Field Education Plan. Signatures from student and field instructor is required for full credit on draft. All work must be typed on SONIA. Due four (4) weeks after practicum begins.
- E. Mid-term Learning Plan Evaluation:** The Field Learning plan has a "built in" assessment section that is to be used for the student's evaluation of progress in placement. The Field Instructor will complete the assessment section of the student's Learning Plan and review the results with the student when they have completed 250 hours. It is the student's responsibility to supply a copy of their learning plan to the Field Instructor to evaluate their progress via Sonia. Once the field instructor has reviewed and approved, the director of field will be alerted of the completion. Student will complete the 'Student Comments' section, describing their learning journey with each

competency, specifically. Student is also responsible to apply any feedback from the Director of Field Education left in the Initial Learning Plan draft.

F. Final Learning Plan Evaluation: The Field Learning plan has a “built in” assessment section that is to be used for the student’s evaluation of progress in placement. The Field Instructor should complete the assessment section of the student’s agency Learning Plan and review the results with the student when they have completed 500 hours. It is the student’s responsibility to supply a copy of their learning plan to the Field Instructor. Students must receive a 4 or higher on each competency and practice behavior. The director of field will be alerted when the field instructor has completed the evaluation. Student will complete the ‘Student Comments’ section, describing their learning journey with each competency, specifically. Student is also responsible to apply any feedback from the Director of Field Education left in the Initial Learning Plan draft.

G. Field Placement Evaluation: Students are responsible for completing an evaluation of their field placement at the completion of their 500-hour practicum. This product will provide feedback on the experience and the placement site.

COURSE EVALUATION: Completing the course evaluations is part of being a professional. Please remember to complete your evaluations in a timely manner. The instructor is open to constructive feedback, to know what worked and what did not, and your opinion on how things can be improved. Your feedback is taken seriously and is used to continuously improve the course, instructional methods, and the program. Comments such as “I didn’t like anything” or “It was a waste of time” are not considered constructive feedback, and cannot be taken under consideration for improvement. Please be thoughtful and professional.

EVALUATION *The final grade will be based on the following:*

1. Time requirements (100 pts.)
2. Individualized Field Education Plan (25 pts.)
3. Learning Plan Initial Draft (50 pts.)
4. Weekly Journals (80 total= 4 journals at 20 pts each.) **Note:** *If student begins practicum after August, points will be adjusted to include journals that only over their time in practicum*
5. Mid-Term Learning Plan Evaluation (50 pts.)
6. Final Learning Plan Evaluation (100 pts.)

TOTAL POINTS: 405 points

----- *ALL WORK MUST BE TYPED. NO HANDWRITTEN WORK WILL BE ACCEPTED.* -----

GRADING SCALE:

Students will receive a grade of either “pass” or “fail” at the end of their 500-hour practicum.

Students are responsible for submitting all field-related documents by the due dates provided in the syllabus. There is an evaluative process

that is completed for each student during each practicum cycle. If a student receives a rating of 4 or above for all competencies and has completed the required hours and paperwork reflected within the syllabus, the student will receive a grade of "Pass" for the practicum. If there is significant concern regarding the student's skill development or performance, as evidenced by ratings of 3 or lower within their evaluation, the student may receive an In Progress and be required to complete corrective work or receive a grade of "Fail". This decision will be made by the Field Office.

All hours must be completed by **August 1, 2021**.

DISCLAIMER

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise. The professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.

DISABILITY STATEMENT

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/administration/student-success/disability

SCHOOL OF SOCIAL WORK POLICIES

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

GENERAL COURSE POLICIES

- All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:
- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participation (monopolizing and dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance.

- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

MSW PROGRAM POLICY HIGHLIGHTS 20-21

Please read the entire MSW policy manual, as you are responsible for complying with all policies.

“Participation” (formerly Attendance): Altered temporarily due to COVID-19

Southern’s hybrid MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise “class time.” The program’s F2F class sessions are taught through an intensive, skillsbased approach. Because of this engagement model of instruction, students must participate/attend each F2F session as scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell.** If you are unwell, please **notify your professor immediately**, if possible within 24 hours– there is no penalty for this! You are NOT required to present a medical excuse at this time (this may change throughout the semester as COVID-19 related issue change).
3. Students may only sign in for themselves, whether online or in-person. Signing in for another student is considered an ethical violation that may lead to dismissal from the program.
4. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
5. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
6. There are two types of absences: emergency/excused and unexcused. An absence is considered “excused” under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
8. If a student has an unexcused absence which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.
9. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.
10. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

A. LATE ASSIGNMENT POLICY

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

POLICY RULES/RESPONSIBILITIES

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or Eclass.
2. Exemptions from the penalties for late assignments will be granted for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.
5. Any exceptions to items 2-4 will be made directly between the student and their individual professor. For instance, If there is an emergency that impacts the student's ability to complete their assignment. There is no guarantee that any exceptions will be made.

POLICY PROCEDURES

- 1. It is the student's responsibility to communicate with the professor regarding late assignments.**

B. ACADEMIC HONESTY AND INTEGRITY POLICY

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

POLICY RULES/RESPONSIBILITIES

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn-it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

POLICY PROCEDURES

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment

- b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
 3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
 4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

C. PROGRESSION AND RETENTION POLICY

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

POLICY RULES/RESPONSIBILITIES

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
 - c. Graduate students may only retake two courses in order to increase their cumulative grade point average.

POLICY PROCEDURES

1. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis. The MSW Leadership Team, however, will not be able to alter university policies determined by graduate studies.
2. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics and the professionalism policy. Professionalism and ethical violations are addressed in the Professional Standards Policy.

3. Challenges to program termination decisions will follow the Grievance Policy.

D. ELECTRONIC MEDIA POLICY

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

POLICY RULES/RESPONSIBILITIES

Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.

POLICY PROCEDURES

1. When cellphone use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
2. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

E. INCOMPLETE COURSE OPTION AND LIMITATIONS

The School of Social Work is dedicated to student success. Students are expected to progress through registered course work. This policy was developed to ensure the possibility of student success in completing registered course work.

POLICY RULES/RESPONSIBILITIES

1. Students are not guaranteed the option of an incomplete grade. The option of receiving an incomplete grade is based on special circumstances that prevent the student from completing the course as scheduled in the semester.
2. Incomplete grades will be given at the discretion of the individual professor.
3. A student requesting an incomplete grade must submit a plan for completion of course work that meets the approval of the professor.
4. The timeframe for when the course must be completed is determined by the professor and students must meet the professor's timelines to successfully complete the course. Those timelines will not exceed one calendar year from the receipt of the incomplete grade. After this time period, incomplete course grades will revert to the grade earned.
5. If a student has up to 6 credit hours with an incomplete grade, they may not register for more than 6 additional course credits until

the incomplete grades are resolved.

6. If a student has more than 6 credit hours with incomplete grades, they may not register for any additional courses until
 - a. the incomplete grades are resolved, **OR**
 - b. the student decreases the number of incomplete course grades to 6 credit hours or below.
7. Limitations of registration as presented under #5 & 6 do not include curriculum planned incomplete grades related to field practicum.

POLICY PROCEDURES

1. When students have incomplete grades, they are responsible for communicating with their professors, obtaining professor approval of their plan of completion and complete coursework to resolve the course as agreed with the professor's timeframe.
2. **Students may only register for course credits that fall within the rules of this policy.**

F. INCOMPLETE COURSE OPTION AND LIMITATIONS

The School of Social Work is dedicated to student success. Students are expected to progress through registered course work. This policy was developed to ensure the possibility of student success in completing registered course work. In-progress course grades are different from incomplete course grades most notably in the timeframe given to complete the course, and the amount of work that remains to be completed.

POLICY RULES/RESPONSIBILITIES

1. In-progress course grades are only appropriate if the student has a minimal amount of coursework left to complete the course.
2. Incomplete grades will be given at the discretion of the individual professor.
3. Students are not guaranteed the option of an in-progress grade. The option of receiving an in-progress grade is based on special circumstances that prevent the student from completing the course in the semester.
4. In-progress grades will be given at the discretion of the individual professor. The professor determines when the in-progress grade is appropriate.
5. A student who receives an in-progress grade must make a plan for completion of course work within 30-60 days. This plan must meet the expectations and approval of the professor.
6. After 30-60 days, in-progress course grades will revert to the grade earned.

POLICY PROCEDURES

1. When students have in-progress grades, they are responsible for communicating with their professors, obtaining professor approval of their plan of completion and completing course work to resolve the course in 30-60 days.

The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.

G. Covenant of Care Policy

Southern Adventist University is committed to making this semester as safe and as meaningful as possible. Students are required to read and abide by the **Covenant of Care** in order to be on campus. Students can find this at www.southern.edu/covid19policy. While students are out in-field, they will be required to abide by the policies and procedures of their field agencies.

IMPORTANT: To access all eClass course materials, including the syllabus, go to: <http://eClass.e.southern.edu>. Once logged in, select this course, "F20 Advanced Practicum (SOCW-647-A-E)", to access all pertinent materials.

The Writing Center

The Writing Center, located in the library, provides free writing support for Southern students at all levels, on all kinds of projects, and at any stage of the writing process. Writing tutors are trained to respond to writing assignments from across the curriculum and can help writers with brainstorming, paragraph development, organization, grammar, citation, the conventions of academic writing, English as a Second Language, and issues of clarity and style. Schedule a 50-minute face-to-face or Zoom appointment at <https://southern.mywconline.com> or call the Center for assistance at 423.236.2014. Hours: Sunday 4 PM-8 PM, Monday-Thursday 9 AM-8 PM, Friday 9 AM-1 PM.

The Tutoring Center

The Tutoring Center, located in the library, offers free peer tutoring for more than 70 lower and upper division courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://southern.mywconline.com> or call the Center for assistance at 423.236.2578. All appointments need to be scheduled at least one day in advance.

The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.



ADVANCED FIELD CALENDAR 2020-2021

Below is the official schedule for Advanced practicum students. For the Advanced Field practicum, fulfillment of the course criteria includes regular attendance to field placement, completion of required documentation and field hours in the field practicum. Students will be in field a minimum of 13 hours per week. Students will complete 500 hours by **August 1, 2020**. Field days are typically determined between the student and field placement. *Students placed in school settings may be required to increase the minimum hour requirement to accommodate the school system schedule.

FIELD PRACTICUM ATTENDANCE POLICY- Absences from field require making up the time before the end of the field sequence. For any absence, or if a designated field day falls on an agency holiday, students have to make up the time on an alternative date that is approved by the field setting. Time spent in travel to and from placement is **not** considered part of the field instruction day. Hours for the field practicum are recorded on the Foundation weekly entry in the Monthly Journal which has to be signed by the student and field instructor each month. The weekly hours are recorded on the monthly journal and must be approved by the field instructor.

FIELD PRACTICUM STOPPERS:

1. **Journals:** *Students submit weekly entries and record their hours for the week on the monthly journal. If a student misses the deadlines in the field calendar, the student will have their practicum placed on "hold" and will cease to accrue hours until all required documents have been submitted. The student will be expected to continue attending practicum. The field instructor, task supervisor, and field liaison will be notified.*
2. **Learning Plan:** *If the student fails to submit the learning plan by the assigned deadline of the practicum experience, the student will cease to accrue field hours and the field instructor, task supervisor, and field liaison will be notified.*
3. **Mid-Term Evaluation:** *If the student fails to submit the mid-term evaluation by the 250-hour marker of the practicum experience, the student will cease to accrue field hours. The student will be expected to continue attending practicum. The field instructor, and task supervisor will be notified.*

ADVANCED FIELD PRACTICUM SCHEDULE

Fall Semester 2020	
First day of Practicum (if paperwork is completed and field readiness completed, day after first face-to-face)	Monday, August 24
Journal and Time Log forms due ***All Journals (with time recorded weekly hours included on journals) are due the first Sunday of each month by 11:59pm. Failure to complete these assignments may result in a hold being placed on the student's hours.	September 6, October 4 November 1 December 6
Individualized Field Education Plan due (two weeks after practicum start date)	
Initial Learning Plan due (four weeks after practicum start date)	
Thanksgiving Break- No Field required – journal due December 1 for November	November 20-November 29
Christmas Break <i>Students have the option to continue accruing hours or stop until the start of the 2nd semester. If the student chooses to continue practicum during break they will need to make a written request to the director of field education and receive written permission. The task supervisor and field instructor will need to be informed of students leave and be provided a specific return date.</i> (Christmas Break) Journal due January 3 for December.	December 11-January 10
Winter Semester 2021	
Return to Practicum (no later than January 11)	Monday, January 11

Journal and Time Log forms due ***All Journals (with weekly hours included on journals) are due the first Sunday of each month by 11:59pm. Failure to complete these assignments may result in a hold being placed on the student's hours.	January 3 February 7 March 7 April 4 May 2
*Mid-term Evaluation (Mid-term Learning Plan) due upon completion of 200 hours	*Due upon completion of 200 hours
Spring Break- No field required.	March 12-21
Summer Semester 2021	
Journal and Time Log forms due ***All Journals (with weekly hours included on journals) are due the first Sunday of each month by 11:59pm. Failure to complete these assignments may result in a hold being placed on the student's hours.	June 6 July 4 August 1
Last day of Field- Final Weekly Journals, Time Log, Final Field Evaluation (Final Learning Plan), and Field Placement Evaluation due	Friday, August 2

BIBLIOGRAPHY

- Baird, B. N. (2008). *The internship, practicum and field placement handbook: A guide for the helping professions* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Berg-Weger, M. & Birkenmaier, J. (2007). *The practicum companion for social work: Integrating class and field work* (2nd ed.). Boston: Pearson.
- Bogo, M. (2005). Field instruction in social work: A review of the research literature. *The Clinical Supervisor*, 24(1/2), 163-193.
- Cox, K., & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, administrators*. Washington, DC: NASW Press.
- Danowski, William A. (2005). *In the field: A real-life survival guide for the social work internship* (1st ed.). Boston, MA: Allyn & Bacon.
- Garthwait, C. (2013). *Social work practicum: A guide and workbook for students* (6th ed.). Boston: Pearson.
- Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education*, 37(2). 357-379.
- Litvack, A., Bogo, M., & Mishna, F. (2010) Emotional reactions of students in field education: an exploratory study. *Journal of Social Work Education*, 46(2). 227-243.

- National Association of Social Workers (NASW). (2013) *Guidelines for social worker safety in the workplace*. Retrieved from <http://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>.
- Royce, D., Dhooper, S.S., & Rompf, E. L. (2009). *Field instruction: A guide for social work students* (6th ed.). New York: Pearson.
- Russell-Chapin, L. & Ivey, A. E. (2004). *Your supervised practicum and internship: Field resources for turning theory into action*. Belmont, CA: Brooks/Cole Publishing.
- Wayne, J., Bogo, M., & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *Journal of Social Work Education*, 46(3), 327-339.



Note: Learning Plan (LP) will be submitted on SONIA

EXAMPLE: MSW ADVANCED LEARNING PLAN

Student:

Agency Name:

Field instructor:

Task Supervisor:

PROFESSIONAL BEHAVIOR - EVALUATION SCALE				
1. Unsafe Performance	2. Beginner Performance	3. Standard Performance	4. Professional Performance	5. Exceptional Performance

Core Competency: 1		Demonstrate Ethical and Professional Behavior	
Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Develop a practice framework for analysis of complex environments, that is ethical, value-grounded, and evidenced-based.	<p>Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e. agency rules, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).</p> <p>Identify one ethical dilemma I encounter in practicum and write a reflection paper that addresses the complex issues therein.</p> <p>Develop and deliver an in-service for staff at practicum site relative to ethical decision making. Discuss with supervisor for input.</p>
		2. Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges.	<p>Develop a weekly schedule that includes activities that are "self-care". Journal weekly regarding benefits, discuss during supervision.</p> <p>Initiate weekly, face-to-face supervision and request feedback, and direction for ongoing professional development from field instructor.</p>

			<p>Create a blog that addresses advanced practice skills. Contrast and compare emerging professional development with best practices and class content.</p> <p>Discuss growth during weekly supervision.</p>
		<p>3. Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation.</p>	<p>Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.</p> <p>Assist with or participate in local trainings or workshops relevant to agency issues.</p> <p>Join a professional social work organization (NASW, ISCSW or OSSW, for example) to gain familiarity with various social workers and social work roles in the community.</p>
		<p>4. Demonstrate professional oral and written communication skills.</p>	<p>Maintain accurate, respectful and professional written client records (as appropriate).</p> <p>Be open to feedback from Field Instructor or other staff with regards to documentation.</p> <p>Staff cases at multidisciplinary meetings or with colleagues.</p>
FEEDBACK	STRENGTHS:		
	ONGOING DEVELOPMENT:		
	CONCERNS:		

Core Competency: 2

Engage Diversity and Difference in Practice

Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Develop and implement strategies that strive to eradicate discrimination in any form.	<p>Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.</p> <p>Critique agency policies and make recommendations for culturally sensitive practices.</p> <p>Develop a website to address discrimination practices among a population of interest that provides resources for professionals. Discuss the project during weekly supervision.</p> <p>Create an agency response protocol for discrimination at practicum site. Journal and discuss recommendations during weekly supervision.</p>
		2. Implement evidence-based and culturally-informed strategies with diverse populations.	<p>Review and discuss NASW's Cultural competency standards with your Field Instructor. Work to incorporate these expectations/practice behaviors into your social work practice.</p> <p>Create and deliver a best practices diversity awareness campaign for staff at practicum site. Seek input from supervisor and journal weekly.</p> <p>Create a cultural diversity presentation for church, workplace or practicum site. Invite people of diversity including race, ethnicity and/or religion, to present.</p>
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	

		CONCERNS:	
		Core Competency: 3 Advance Human Rights and Social, Economic and Environmental Justice	
Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Demonstrate leadership in advocating for human rights, social, economic and environmental justice.	Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for your agency's population or clients. Design and implement a cross cultural project/curriculum that pairs inner city teens with rural children during a weekend retreat sponsored by a church, boys/girls club, practicum site or other civic organization. Present as a training.
		2. Design and implement social action strategies.	Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill. Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar. Develop a blog or website that incorporates best practices from around the world for combatting social/economic injustice.
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Core Competency: 4	Engage in Practice-Informed Research and Research Informed Practice
---------------------------	--

Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Engage in a review of contemporary best practices.	<p>Interview members of a treatment team for varying perspectives on practice and various models and/or approaches used. Discuss findings with Field Instructor regarding the strengths appropriateness of each approach.</p> <p>Solicit feedback from agency staff to learn about effective forms of intervention use with client population.</p>
		2. Conduct research that responds to social work practice needs.	<p>Analyze and/or acquire evidence-based methods being utilized within the agency.</p> <p>Co-facilitate a research project with a classmate or a practicing social worker on a specific topic of interest.</p>
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Core Competency: 5	Engage in Policy Practice
---------------------------	----------------------------------

Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Advocate with and inform stakeholders to impact policy change.	<p>Attend NASW/Advocacy Days and meet with legislators regarding policy issues.</p> <p>Collaborate with peers (this can be a cohort project or collaboration with professionals) to engage in an agency wide, city wide or county wide review of</p>

			policy that impacts your population of interest (i.e. Veterans, AIDS, epilepsy, children, and/or refugees) access to comprehensive services. Present findings to one of the following: local senator/congressman, city stakeholders, or agency stakeholders etc.
		2. Develop and implement a policy and/or advocacy plan.	Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue. Former student: Lead the Chattanooga Veterans Coalition in communicating with key stakeholders about the implication of policy change for local veterans. Collaborate with colleagues and veterans to deliver effective area social work services in partnership with area agencies.
FEEDBACK	STRENGTHS:		
	ONGOING DEVELOPMENT:		
CONCERNS:			

Core Competency: 6 Engage with Individuals, Families, Groups, Organizations and Communities			
Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Examine evidence-based practices to prepare for professional engagement across systems.	Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual). Review each client intake, bio-psycho-social, and multi-axial assessment prior to engagement.

		2. Engage with systems utilizing evidence-based practice strategies.	Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills. Analyze and consider all facts pertaining to the client (individual, groups, agency, community) prior to making a recommendation for a placement.
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Core Competency: 7 Assess Individuals, Families, Groups, Organizations, and Communities			
Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1 Formulate comprehensive assessments, using a variety of diagnostic classification systems.	Use assessments that include sections of diversity/culture/spirituality as identified by client. Former student: developed and implemented a comprehensive pre-assessment for all client intakes.
		2. Design and implement organizational and/or community assessments.	Work with a client or client system to develop an intervention plan. Develop or revise a community resource guide. Perform a full system analysis of your agency (SWOT, NGO, etc.) prior to initial intervention. Use an assessment of veteran issues in our community and share results and recommendations with stakeholders.
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Core Competency: 8 Intervene with individuals, Families, Groups, Organizations, and Communities

Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Implement clinical evidence-based interventions with individuals, families, and/or groups.	Plan, develop and carry out a six-week curriculum for a psycho-educational support group. Challenge clients beliefs employing CBT therapeutic strategies with all clients; build on client strengths using Solution Focused skills to help resolve problems; initiate actions to achieve client directed goals.
		2. Integrate macro level evidence-based strategies with organizations and/or communities.	Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency. Present at a public hearing or organizational meeting to increase community awareness/funding for your agency.
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Core Competency: 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Midterm Evaluation	Final Evaluation	Field Practice Behaviors (PB)	Learning Experiences (LE)
		1. Select evidence-based evaluation strategies according to their efficacy with specific client systems.	Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.

			Use relevant current research to effectively evaluate evidence-based practices at my agency.
		2. Evaluate the efficiency and effectiveness of practice outcomes across systems.	<p>Conduct client satisfaction surveys to present to agency director.</p> <p>Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.</p> <p>Example: As a DCS intern, I will conduct a systems review of my county's efficiency across the state of Tennessee.</p>
FEEDBACK		STRENGTHS:	
		ONGOING DEVELOPMENT:	
		CONCERNS:	

Signatures for MSW Advanced Learning Plan

SIGNATURES:

_____ Date _____
Student

_____ Date _____
MSW Field Instructor

_____ Date _____
Task Supervisor (if applicable)

_____ Date _____
Director of Field Education

MSW Monthly Journal Evaluation Rubric: Detailed Description of Points

Criteria/Levels	<16 = Unacceptable	16, 17 = Requires Improvement	18, 19 = Satisfactory: Consistent performance of most criteria	20 = Excellent: Consistent performance of all criteria; work exceeds level expected of a graduate student in quality	
Journal entries share reflection, application/connection of the knowledge, values and skills learned in the classroom to the field. Student reflects self-awareness from the knowledge gained from each learning experience and areas of growth to discuss in supervision.	Entries list practicum experiences. No reflection of the practicum experiences, application of the knowledge gained from learning experiences and areas of growth.	Entries list and share vague detail of the experiences and generalized reflections of activities, knowledge gained from learning experiences and areas of growth.	Entries share specific detail of their experiences and reflect understanding of the application and knowledge gained from learning experiences and areas of growth.	Entries share in-depth detail and analytical reflection with each area of the practicum activities. Addressing specific knowledge gained from learning experiences and areas of growth.	Score _
Journal entries specifically describe how student implemented their course work, and learning plan. Referencing the specific competencies and practice behaviors that are applied to the week's experience.	Entries do not describe how they implemented their course work into their practicum experience. No referencing of competencies and practice behaviors from their Learning Plan.	Entries list general details and classifies how they implemented their course work into their practicum experience. Minimum reference (2) of competencies and practice behaviors from their Learning Plan.	Entries list and connect how their practicum week experiences applied to their course work. References (3) of competencies and practice behaviors from their Learning Plan.	Entries list and illustrate how their practicum week experiences applied to their course work. Consistently references (4 or more) competencies and practice behaviors from their Learning Plan.	Score _
Total					Score _