

AZUSA PACIFIC UNIVERSITY
SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES
DEPARTMENT OF GRADUATE SOCIAL WORK

SOCW 516: FIELD I
3 Units

(Fall 2012)

Credit Hour Policy: Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term, will approximate 16 hours, weekly, field internship (off-campus) coursework at an approved agency setting consistent with CSWE accreditation standards. Field Seminar I, the 1 unit corequisite course, delivered over a 15 week term, will approximate 2 hours, biweekly, classroom or direct faculty instruction.

Professor: Kimberly Setterlund, MSW, LCSW, Assistant Professor, Graduate Social Work

Class Day/Time: 16 hours arranged with community-based agency

Class Location: community-based agencies (according to student assignment)

Office Location: Wynn 211

Office Hours: Thursdays, 1:00-2:00 p.m. and by appointment

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University Mission Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs in higher education that encourage students to develop a Christian perspective of truth and life.

MSW Mission Statement: The MSW Program in the Department of Social Work at Azusa Pacific University seeks to develop competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in our teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

Course Description: The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills and social work values. Students complete a minimum of 480 hours by the end of semester 1 and semester 2 at an approved and designated social welfare agency. *Prerequisite: Admission to MSW Program. Corequisite: Field Seminar I.*

Student Outcomes and Expected Competencies: *(Each measurable learning outcome is followed by assignment or activity used to assess learning outcome)*

Upon successful completion of this course, class participants will be able to:

1. Demonstrate knowledge of social work values and related ethical standards and principles and ability to practice accordingly; (foundation objective 2)
2. Demonstrate beginning level critical thinking skills within the contexts of micro-and macro-level professional social work practice; (foundation objective 3)

3. Demonstrate beginning level abilities to critically assess and possibly articulate the relationships of faith perspectives and institutions to professional values, knowledge, and activities; (foundation objective 4)
4. Demonstrate beginning level generalist social work knowledge and skills in practice with different client populations, communities, and organizations, including use of appropriate communication and technology skills; (foundation objective 5)
5. Demonstrate beginning level skills to function within the structure of organizations and service delivery systems, including appropriate uses of supervision and consultation. (foundation objective 11)

Field Core Competencies:

Competency #1

Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly

Competency #2

Ethics: Intern applies social work ethical principles to guide her/his professional practice

Competency #3

Thinking & Judgment: Intern applies critical thinking to inform and communicate professional judgments

Competency #4

Cultural Competency: Intern engages diversity and difference in practice

Competency #5

Social Justice: Intern advances human rights and social and economic justice

Competency #6

Evidence-Based Practice: Intern engages in research-informed practice and practice –informed research

Competency #7

Person-In-Environment: Intern applies knowledge of human behavior and the social environment

Competency #8

Intern engages in policy practice to advance social and economic well being and deliver effective social work services

Competency #9

Current Trends: Intern responds to contexts that shape practice

Competency #10

Intern Engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities.

Required Textbook and Study Resources:

Azusa Pacific University Department of Social Work (2011). *MSW field manual 2012-2013*. Azusa, CA: Azusa Pacific University.

American Psychiatric Association (2000). *DSM-IV-TR*. Washington, DC: American Psychiatric Association.

National Association of Social Workers (2008). *NASW code of ethics*. Washington, DC: NASW.

Additional readings as noted in Field Seminar I syllabus.

Course Schedule

***Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Students will spend 16 hours a week in field internship over a 15 week semester. Schedule will be determined by agency and approved by field faculty. Some field internships may begin before the start of the semester or extend beyond the semester, as specified by the field instructor and approved by the field faculty. **Students should be clear on attendance expectations prior to beginning fieldwork.** Students are required to complete Field Seminar I concurrently.

Assignments:

Complete two components of Field I: 16 hours per week in a designated field setting (off-campus fieldwork) and weekly field seminar (on-campus fieldwork). Attendance and participation in both field components will be reflected in the student's professional conduct & participation grade. Will require completion of assigned course readings and participation in weekly field seminar discussions.

Field Portfolio will be maintained in Fall and Spring Semesters, and will include field-related documents and assignments. The Field Portfolio will be submitted throughout the academic year, as specific in course schedule, and evaluated based on timeliness as well as completeness and accuracy of documentation. The Portfolio is part of the written assignments grade. Will require use of Field Portfolio outline, timeliness, and organizational skills.

Learning Agreement – to be completed at the beginning of the Fall Semester, which will be developed by student, in collaboration with field instructor. Learning agreement will be reviewed and approved by both field instructor and field faculty. It will serve as a tool to guide completion of goals and objectives and should be reviewed periodically to reflect current learning goals. Will require use of program approved form, course discussions, and supervisory signatures.

Field Time Log to be maintained in Field Portfolio and submitted, at minimum, each semester, and as requested by field seminar instructor. Will require program approved form, accuracy, and supervisory signatures.

Process Recordings – to be submitted weekly to agency field instructor. A total of 12 is required per semester. Field seminar instructors may request that students submit process recordings at different intervals during the semester and at the end of the semester. For Foundation year students, a minimum of six micro recordings are required, and the remaining should be any combination of macro, group, or meeting recordings. **Failure to complete the minimum required process recordings will result in a grade reduction.** Students will maintain a **Process Recording Log** that will be included in Field Portfolio as verification that student has completed the minimum number of process recordings. Will require program approved recording forms, a reflection of field experiences, and supervisory signatures.

Mid-year Comprehensive Evaluation will be completed by the field instructor to evaluate student performance in field internship. The evaluation will be reviewed and signed by both the student and field instructor, and turned in to the field seminar instructor by the date specified on the Field Seminar I Syllabus. Will require program approved form and receptiveness to evaluative feedback.

Pre/Post Skills Assessment - to evaluate development and application of field competencies. The pre skills assessment will be administered during the beginning of the semester, followed by the post skills assessment during the end of the semester. Assessments are scored on a 5-point rubric. Foundation Year students are expected to score a 2.0-2.25 average. Will require course texts, course notes, integration of material from other courses.

A Macro Project Proposal will be developed by student and approved by the agency. Student will be expected to demonstrate use of macro social work practice skills to complete project. Will require use of prescribed macro proposal format, integration of field competencies. APA format NOT required.

The Mid-year Comprehensive Skills Evaluation (CSE) will be completed by the field instructor at the end of each semester, reflecting student professional growth and performance. The evaluation will be reviewed and signed by both the student and field instructor.

Agency Presentation will be given by student during the Fall Semester. Student is required to demonstrate a well-organized presentation incorporating knowledge of agency in a social work context, including the agency's mission, how agency is viewed by the community, organizational structure, and demographics. Assignment will require use of Learning Agreement: Section II as reference, use of agency presentation format provided by field seminar instructor. Expected length: maximum of 5-7 minutes. APA format NOT required.

Reflection Paper, on student's field experience, including professional growth and self-awareness, skill development, challenges, diversity and ethical considerations, and integration of faith and practice. Assignment will require use of critical thinking skills and field experiences. Expected length: 3-4 pages. APA format NOT required.

Final Integrative Assignment is due at the end of the Fall Semester. Student will compile a selection of written assignments from MSW Program coursework that demonstrate knowledge of five field competencies: #1) Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly; #2) Ethics: Intern applies social work ethical principles to guide her/his professional practice; #3) Thinking & Judgment: Intern applies critical thinking to inform and communicate professional judgments; #4) Cultural Competency: Intern engages diversity and difference in practice; and #10) Intern Engages, assesses, intervenes and evaluates individuals, families, groups, organizations and communities. In a summary paper, student will be expected to articulate the connection between each course assignment and competency, which will be discussed with the field seminar instructor individually. Paper should incorporate personal and professional awareness developed in field setting, relevance of field work to social/economic justice and the needs of at-risk populations, issues relevant to professional ethics and values, and integration of faith and practice. Expected length: 4-5 pages. Will require use of seminar content and field competencies. APA format NOT required.

Information Literacy and Use of the Library

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- *determine the nature and extent of the information needed.*
- *access needed information effectively and efficiently.*
- *evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.*
- *individually or as a member of a group, use information effectively to accomplish a specific purpose.*
- *understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.*

In this course, students are expected to make occasional use of the University Libraries and their resources for the completion of written field assignments requiring application of practice content. *Research assistance and subject guides for this course are available at <http://apu.libguides.com/>*

Evaluation/Assessment Rationale for Grade Determination

The field faculty will assign a field grade for both Field I and Field Seminar I using the following formula:

| | |
|------|--|
| 20% | Field instructor feedback from Comprehensive Skills Evaluation |
| 15% | Pre/post skills assessment – a case vignette with questions testing student critical thinking |
| 15% | Professional conduct: including attendance and participation as evaluated by field faculty, field instructor, and preceptor |
| 50% | Written field assignments (<i>Including field portfolio, agency presentation, reflection paper and final integrative assignment</i>) |
| 100% | |

Criteria for Letter Grade

| | | | | |
|----------|----------|----------|---------|--------|
| 95-100=A | 89-91=B+ | 78-80=C+ | 65-69=D | 0-64=F |
| 92-94=A- | 84-88=B | 73-77=C | | |
| | 81-83=B- | 70-72=C- | | |

A minimum grade of “B” is required to continue in field internship each semester. Students who earn a grade below “B” at the end of the any semester in the field internship will be required to attend a conference with the Field Director to discuss field internship status and a field support plan if applicable. The field faculty shall review the student’s Comprehensive Skills Evaluation (CSE) and pre-post skill assessment results in order to determine if the student met minimum skill expectations, as described in the CSE Evaluation Key.

Definition of Work Quality

A: excellent; clearly exceeds expectations; especially strong performance

A-: exceeds expectations, less strong than “A”

B+: meets expectations very well but does not exceed them

B: meets expectations

B-: does not meet MSW field education requirements/expectations

Participation credit will be based on attendance, punctuality, participation in exercises and discussions, and demonstrated commitment to distraction-free class environments (in-seat other than during breaks, no cell/laptop use, appropriate questions and attention to content).

Professional Conduct: Students completing fieldwork requirements are expected to demonstrate professional conduct both off-campus and on-campus. Professional conduct codes are referenced in the Code of Ethics of the National Association of Social Workers (<http://www.socialworkers.org/pubs/code/default.asp>), the APU MSW Program Student Handbook (p. 27), and the APU MSW Field Manual. Professional conduct include appropriate verbal and written communication with all encountered, including clients, peers, professors, supervisors, and other agency representatives. In addition, it includes, but is not limited to, proper professional dress, provision of appropriate services within one's scope of practice and competence, and abiding by confidentiality laws. Violations of the standards of professional conduct may result in removal and/or termination from one's field agency and a failing grade in Field I and Field Seminar I. Students who are cited for professional conduct violations will meet with the field faculty and MSW Program's conduct board.

Course Policies

Attendance: Arriving promptly to class, coming fully prepared, and participating actively in the discussions and activities are important components of the learning experience. The following standards are intended to clarify expectations and policies regarding absence and late arrival in Field Seminar I.

1. A sign-in sheet will be used to record attendance at the beginning of each class session.
2. Only one unexcused absence is allowed each semester. Absences are **only** excused with notes from medical providers documenting the time at which assistance was sought. Field trainings or

emergencies do not justify missed classes. Make-up work for absences due to medical or emergency reasons that are NOT supported by notes from physicians or other service providers will generally not be permitted unless specifically negotiated with the instructor in exceptional circumstances.

Off-campus fieldwork attendance: Students will spend a minimum of 480 hours in the assigned agency during the academic year (a minimum of 216 hours in the Fall Semester; and a minimum of 264 hours in the Spring Semester), which will be recorded in the field time log. Students and field instructors should establish the field schedule accordingly so that there is sufficient time to complete all required hours. Students are required to log in 16 field hours per week. Note: It is highly likely that students will exceed the minimum required hours in the Fall Semester. As such, students may adjust the number of required hours in Spring Semester accordingly. Students will receive field credit for university observed holidays that fall on a regularly scheduled field day, specifically the following: Thanksgiving, Christmas, New Year's, Martin Luther King Jr. Day, Presidents' Day, and Good Friday. Students are required to make up field hours during agency observed holidays (other than the ones noted) and if absent due to illness.

Students must complete all field hours by the end of each semester, but no earlier than the week prior to final exams.

In the event of an emergency, the student must notify the agency field instructor *in advance* should the student find it necessary to miss a day at the agency. Sick and vacation time are not granted. Arrangements must be made with the agency field instructor to make up time missed. All make up time must be completed prior to semester's end.

On-campus fieldwork attendance: Students will attend a weekly field seminar for the purpose of processing field experience in a small group setting. Practice-related didactic teaching and skill-building assignments will be incorporated in the seminar. Attendance and participation are mandatory. All written field assignments will be submitted in seminar.

Professional Behavior in Classroom: Students in the MSW program are preparing for advanced professional careers. In order to utilize class time well, students are expected to conduct themselves as professionals throughout the education and training process. Students must come to class on time, fully prepared, and participate actively in discussions and exercises. Given our class size, private conversations and moving around can be distracting.

Use of cell phones or other electronic devices is not allowed in MSW courses; they must be turned off prior to class. Laptop computers and tablets may not be utilized in class unless required for specific activities or in situations involving physical accommodations.

Policy on Exams: Exams must be completed at the assigned times. A late exam may be given to individuals who have an urgent medical excuse or a university petition. In special circumstances a make-up exam may be given with a ten-point deduction. Any evidence of cheating will result in a failing exam grade.

Policy on Late Papers: Five percentage points will be deducted each day a paper is late. Exceptions will be granted only under emergency circumstances, and require written student documentation of the need for an extension and identification of an alternate due date. Computer/printer problems do **not** constitute an acceptable excuse for lateness. Written instructor approval of extension requests is required to avoid point deductions. No credit will be given for assignments turned in following the date identified on an extension request unless further documentation of emergency circumstances can be provided by the student **and** their physician or another emergency service provider.

Policy on E-mailed papers and papers submitted by mail or after-hours: Instructors may choose whether or not to accept e-mailed papers. Students accept all risks related to computer, server, and attachment problems. Papers received by e-mail following the due date are subject to the late paper policy. Likewise, papers submitted by mail or after hours (under the instructor's office door or other locations)

require instructor permission and are subject to the late paper policy. Students accept all risks related to delayed mail delivery, custodian actions and other circumstances of misplacement.

Policy on Incompletes: Incompletes will only be assigned in medical emergency situations involving the student or a person with a close personal relationship to the student. Formal, signed documentation from a physician, nurse, or other emergency service provider will be required, and may be faxed if necessary. Both student and instructor must also fully complete and sign a contract for incomplete grade assignments; this may also be done by fax if necessary. Both formal documentation of the emergency situation and the contract must be provided by the date the final assignment is due for the student to receive an incomplete. If signed documents are not received, then the student will be graded according to assignments previously completed in the course. Assignments of failing grades will be permanent. In order to avoid this situation, students are strongly encouraged to complete assignments well in advance of due dates.

Policies on Alternative Assignments and Extra Credit: In unique circumstances, instructors may contract with students to complete alternative assignments. Such circumstances will typically focus on specific student interests and opportunities unlikely to be shared by other class members. Alternative assignments require instructor-student contracts to assure that relevant learning objectives will be met. Instructors may also offer extra credit opportunities for all class members, and are responsible for clearly communicating expectations and the amount of credit students may anticipate receiving.

Academic Integrity: *The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.*

Use of Turnitin.com: If, as your instructor, I receive a paper that you have written and I suspect it may not be your original work I will submit the paper for review by Turnitin.com. Upon receipt of the Originality Report you may be asked to meet with me to discuss the findings as reported by this system.

Department and University Policies: All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Support Services: There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Required field documents:

All forms will be provided and discussed at the field orientation and training on 9/5/12 and 9/7/12. **Note: all field documents shall be submitted in a Field Portfolio, as specified by the field faculty. Please see Field Portfolio Checklist for required items.**

Documents required *at the beginning of the academic year:*

- Statement that NASW Code of Ethics has been read - signed by student
- Criteria for Termination - signed by student

- Statement of Student Understanding - signed by student
- Learning Agreement - signed by student, agency field instructor, and field seminar instructor

Documents to be given by student to the agency field instructor at the beginning of the semester:

- A copy of Practice I and Field I syllabi
- Any other syllabi that would be applicable to the field experience

Documents required at the end of the Fall semester: (due no later than the last day of each semester)

- Macro Project Proposal – Foundation Year Students (due date on Field Seminar syllabus)
- Comprehensive Skills Evaluation
- Field Time Log
- Process Recording Log
- Process Recordings

Bibliography

- Birkenmaier, J. & Berg-Weger, M. (2007). *The Practicum Companion for Social Work. Integrating Class and Field Work (2nd ed.)*. Boston: Pearson.
- Criss, P. (2010). Effects of client violence on social work students: a national study. *Journal of Social Work Education*, 46(3), 371-390.
- Danowski, W. (2005). *In the Field. A Real-Life Survival Guide for the Social Work Internship*. Boston: Pearson.
- Epstein, L., & Brown, L. B. (2002). *Brief treatment and a new look at the task-centered approach*. Boston: Allyn and Bacon.
- Glicklen, M. D. (2005). *Improving the effectiveness of the helping professions: An evidenced based approach to practice*. Thousand Oaks, CA: Sage Publications.
- Hugen, B., & Scales, T. L. (2002). *Christianity and social work: Readings on the integration of Christian faith and social work practice (2nd ed.)*. Botsford, CT: North American Association of Christians in Social Work.
- Reamer, F.G. (2003). Boundary issues in social work: managing dual relationships. *Social Work*, 48(1), 121-133.
- Ringstad, R. (2005). Conflict in the workplace: social workers as victims and perpetrators. *Social Work*, 50(4), 305-313.
- Royse, D., Hooper, S., & Rompf, E. (2003). *Field instruction: A guide for social work students (4th ed.)*. White Plains, NY: Longman Publishers.
- Ward, K. & Mama, R.S. (2010). *Breaking Out of the Box. Adventure-Based Field Instruction (2nd ed.)*. Chicago, IL: Lyceum Books, Inc.