

**AZUSA PACIFIC UNIVERSITY**  
**SCHOOL OF BEHAVIORAL AND APPLIED SCIENCES**  
**DEPARTMENT OF GRADUATE SOCIAL WORK**  
**SOCW 535: FIELD III**  
**COMMUNITY PRACTICE AND PARTNERSHIPS**  
**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 16-20 hours, weekly, field internship (off-campus) coursework at an approved agency setting consistent with CSWE accreditation standards. Field Seminar III, 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:** 16-20 hours arranged with an approved community-based agency

**Office Location:** Wynn 211

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

**Contact Information:** (626) 857- 2402, [ksetterlund@apu.edu](mailto:ksetterlund@apu.edu)

**Emergency Phone #:** (626) 857-2401 (MSW Program Office) weekdays 8:30-4:30 p.m.

**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 setting for students to practice advanced practice skills in the area of community practice and an opportunity for the integration of knowledge, skills and values in social work. Students complete a minimum of 480 hours (\*\*600 hours for Advanced Standing students) by the end of semester I and semester 2 at an approved and designated agency. *Prerequisites: Field I, II; Field Seminar I, II; Practice I, II. Corequisite: Field Seminar III.*

**Student Learning Outcomes:** (*Learning outcomes will be assessed by field instructor via Comprehensive Skills Evaluation*).

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

1. Understand and apply empirically based community practice models and theories in a culturally diverse setting.
2. Demonstrate the ability to advocate for human rights issues for oppressed populations, understanding of local, national and international levels (site specific).
3. Conduct organization needs assessment, develop program intervention, and implement and evaluate outcome.

4. Examine, assess and respond to policies, laws and ethical dilemmas encountered in community and organizational settings.
5. Demonstrate increased self awareness of how personal values, social identity, culture and belief systems directly impact work with community affiliations.
6. Demonstrate leadership skills; able to communicate in various group settings, including committees, boards, and communities.
7. Apply community practice skills at a culturally proficient level with respect and non-discrimination.
8. Familiarize self with agencies that are affiliated with political advocacy and observe how to advocate at a local, national and international level.

***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 Textbooks and Study Resources:***

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

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

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

***Additional Readings and Other Course Resources***

As noted in Field Seminar III syllabus.

## *Course Schedule*

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

Full-time and part-time Concentration Year students will spend 16 hours a week in field internship over a 15 week semester, and complete a minimum of 216 hours in the Fall semester. Advanced Standing students will spend 20 hours a week in field internship, and complete a minimum of 276 hours in the Fall semester. Field schedules will be determined by the 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 III and Field Seminar III concurrently.

### *Assignments:*

**Complete two components of Field III:** 16-20 hours per week in a designated field setting (off-campus fieldwork) and every other week 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, which includes one audio/visual recording. Field seminar instructors may request that students submit process recordings at different intervals during the semester and at the end of the semester. **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 III 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. Concentration year students are expected to score a 3.0-3.25 average in Field III. Will require course texts, course notes, integration of material from other courses.

**A Critical Case Presentation** from a field situation, and should include discussion of presenting issues, necessary practitioner skills, potential interventions, ethical and diversity considerations, and evaluations of

practice effectiveness. Both Clinical & Community presentation formats will be provided. The learning objective is to demonstrate clinical and/or community practice skills in the areas of assessment, diagnosis, treatment planning, and interventions. Students will submit a written presentation, and will sign up for a 5-7 minute oral case presentation in Fall or Spring Semester. Assignment will require use of critical thinking skills, practice course content, seminar discussion, and course texts. Expected length: as per presentation format. APA format is not required.

**Reflection Paper**, on student's field experience, including professional growth and self-awareness, skill development, challenges, and diversity and ethical considerations. 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 the 10 field competencies. 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: 5-7 pages. Will require use of seminar content and field competencies. APA format NOT required.

\*\*The **Capstone Leadership Project Proposal** will be completed in the Fall semester and turned in to the field seminar instructor. Concentration year students will develop their Capstone Leadership Project Proposal in consultation with their field instructor and with the approval of the agency. Each student will meet with the faculty project advisor for guidelines on completing the proposal. Assignment will require use of scholarly articles available through the university libraries. Expected length: APA Format.

See Field III Syllabus for more detailed instructions regarding completion of field related paperwork.

### **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 III and Field Seminar III 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, punctuality, participation and timely documentation, including field portfolio (5%) as evaluated by field faculty, field instructor, and preceptor
50%	Written field assignments ( <i>Including presentation (10%), reflection paper (10%), final integrative assignment (20%), and Capstone Leadership Project Proposal (10%).</i> )

**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 III and Field Seminar III. 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 III.

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 (\*600 hours for Advanced Standing) 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.

**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.

***Required field documents:***

**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:*

- Learning Agreement

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

- A copy of Practice III and Field III 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)

- Comprehensive Skills Evaluation
- Field Time Log
- Process Recording Log
- Process Recordings and Audio/Visual recording (if requested by field seminar instructor)
- \*Capstone Leadership Project Proposal – Turned in to faculty project advisor

## Bibliography

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