



EAST TENNESSEE STATE
UNIVERSITY

College of Clinical and Rehabilitative Health Science

Department of Social Work

SOWK 4451
Field Education Practicum I

Syllabus

Contact Information

Instructor Availability

Meetings and Location

This class does not have classroom meetings. This class accounts for Field Placement activities. I (the Faculty Field Liaison/Seminar Instructor) will visit or have a zoom meeting with your field agency at least once during this semester. If I need to visit more, I will do so at your request or the request of the Field Instructor.

Course Information

Credit Hours 3

Course Description and Purpose

Field Education Practicum I is the first module of the Field Education Practicum sequence. Under the supervision of a professional social worker students are required to spend approximately 16 hours per week for approximately 12 weeks in a community agency. Preferably students will complete approximately 190 practicum hours in a community agency to successfully complete this course. Completing less than 170 will result in an incomplete or failure for the course. Students cannot complete more than 230 hours without special written permission from the BSW Field Director. Field Education Practicum I must be taken concurrently with SOWK 4454 and SOWK 4340. Admission requires senior status, departmental approval, and completion of all Gen Ed and, SOWK 3000, SOWK 3300, SOWK 3310, SOWK 3430. Overall GPA of 2.25 and SOWK GPA of 2.5 are also required.

Course Goals

The goals of this course are to:

- apply theoretical knowledge and practice through the use of social work methods and skills
- assist integration of learning in class and in practice
- develop appropriate professional uses of self
- promote identification with the social work profession

Course Objectives

At the completion of this course, the student is expected to

- identify the NASW Code of Ethics
Competency 1: Demonstrate Ethical and Professional Behavior
- recognize and discuss advocacy strategies specific to human rights, and social and economic justice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- demonstrate personal and professional values in a way that allows for effective social work practice
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
- critique and evaluate the impact of oppression and discrimination on individuals, and families
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Major Topics

The Field Education Practicum is the culminating course in social work that synthesizes theory, research, policy, and practice methods. The purpose of the Field Education Practicum is to provide an agency-based practice experience where students develop professional social work competence in the application of generalist concepts that are presented and discussed throughout the academic curriculum. The practicum provides an opportunity for students to: perform, with supervision, a variety of planned multilevel social work interventions; to learn to work effectively in different social work settings; and to understand the everyday operations of community and social service systems.

Course Requirements

Textbooks and Readings

There is no required textbook for this course.

Technical Requirements

Students must have access to a computer with internet capabilities to access the D2L site.

Course Policies and Expectations

Classroom and Communication Policies

Mask Mandate

Faculty are encouraged include the below statement, or a statement substantially similar, in their syllabi to ensure students are aware of the requirements related to Face Coverings on Campus:

Please wear a mask or other appropriate Face Covering to class. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services by contact Disability Services by telephone at 423-439-8346 or by email at littleme@etsu.edu to request an accommodation. The policy can be found at <https://www.etsu.edu/policies/health-safety/face-coverings.php>

Social Media Policy

Students and faculty are expected to utilize social media in a responsible manner, in accordance with emerging guidelines from NASW:

<http://www.socialworkers.org/practice/standards/technology.asp> In most cases, faculty will not engage in cyber “friendships” with current students; though social contact may be employed for recruitment and communication purposes in a professional way.

Email Communication

In addition to monitoring any assigned agency email, students are expected to be available on their ETSU email to receive announcements about issues related to the class. As a minimum, the ETSU email should be checked in the morning and afternoon. If possible, this email should be available throughout the day when students are engaged in Field Practice duties.

Attendance and Participation

Students are expected to be present at their practicum agency during the hours agreed on in advance and complete approximately 16 hours per week for 12 weeks for 190 hours. If students must deviate from the agreed-on hours and/or responsibilities, he or she must notify the Field Instructor and the Faculty Field Liaison (seminar instructor), as soon as he or she knows a change is needed. Please consult with the Field Instructor, the Faculty Field Liaison and your advisor, and, if needed, the Director of the BSW Field Education about any unusual personal circumstances. Attendance should be recorded each day at the practicum agency and verified by the field instructor weekly.

Assignments and Submission Guidelines

The grade that is assigned will be based on the agency field instructor’s overall evaluation of the student’s performance in the placement in conjunction with the faculty field liaison’s overall evaluation of the student’s performance, including the completion of the assignments below.

First Semester Practicum Evaluation

Students are required to schedule their First Semester Evaluation with their Field Instructor. It is the student’s responsibility to have this evaluation completed by the due date.

Scheduling Agency Meeting

Student will need to demonstrate professional accountability by coordinating the site meeting(s) and scheduled phone calls between the student, field instructor and faculty field liaison. During the site meeting, student will be evaluated by field instructor and faculty field liaison who will critique student's knowledge and learning goals in the agency. They will also identify and discuss any challenges to be addressed for continuing success.

Time Reports

Students are expected to keep true and accurate records of their time engaged in field activities and submit a record of their hours on a weekly basis. Students should review the time report with their field instructor at the next scheduled supervision meeting and obtain the field instructor's signature on the time report. If student has a task supervisor that person can sign time report and field instructor can initial. The completed time report must be submitted to the faculty field liaison (seminar instructor) as instructed by the faculty field liaison. It is the student's responsibility to make sure the Field Instructor signs this form and brings a copy to seminar class when instructed. Students should keep a time report for themselves as well as the faculty field liaison. The time report will be continued into the next semester and a final report should be turned in with a total of 430 hours signed off on.

Weekly Supervision

The Weekly Supervision form is to be completed weekly and serves as an outline for interaction with student's Field Instructor. The supervision agenda should be submitted to Field Instructor prior to weekly supervision meeting. Form should be signed at the completion of your supervisory time, and student is responsible for submitting this form to seminar class each week. Students must have at least 10 supervision sheets by the end of the semester. **Weekly supervision sheets will determine 25% of your grade for Practicum.**

Online HIPAA training

All students starting field are required to have online HIPPA training, you will receive information about this from another area of the college this training must be completed by September 10th.

Testing Policy

There are no examinations for this course.

Late and Missing Submission Policy

All forms must be submitted by the due dates established on D2L. One point per day will be deducted for late submission unless students submit a written medical note or other written documentation of an emergency.

Grading Policy

The grade assigned is based on the agency field instructor's overall evaluation of the student's performance in the placement in conjunction with the field liaison's overall evaluation of the student's performance as well as completion of all course assignments as indicated above.

Grading Scale:

| | |
|------------|--------------|
| 93-100 = A | 72-77 = C |
| 90-92 = A- | 70-71 = C- |
| 88-89 = B+ | 68-69 = D+ |
| 82-87 = B | 60-67 = D |
| 80-81 = B- | below-60 = F |
| 78-79 = C+ | |

Course Schedule

Students may begin Field Practice the week of August 31st. Regardless of the hours completed, students are expected to remain at the Field Placement until at least April 15. Field practice must be completed by May 1, 2021 in order for grades to be computed in time for graduation.

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346.

[Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

SAMPLE

WEEKLY SUPERVISION MEETING

Name: _____

Week of: _____

My Agenda for Supervision (to be completed one day prior to meeting):

Tasks Completed Related to Learning Contract:

Questions I have/Resources I think I Need:

Additional Topics Discussed:

Field Instructor Comments/Agenda:

Field Instructor's Signature: _____

Field Student's Signature: _____

Summary After Meeting and Planning:

| SOWK 4453: WEEKLY SUPERVISION MEETING RUBRIC | | | | |
|---|---|---|---|--|
| Y=yes (task completed), N=no (task not completed) | | | | |
| 1 | Was supervision sheet completed in a planned and thoughtful manner. | y | n | |
| 1 | "Agenda" fully completed | y | n | |
| 1 | "Learning Contract" section fully completed | y | n | |
| 1 | Summary after meeting completed thoroughly | y | n | |
| 1 | Openness to Supervisor Feed back | y | n | |
| | Overall Rating : | | | |

Suggested BSW Field Instructor/Student Topics for Supervision

Orientation to agency*

Overview of Syllabi*

Policies and procedures of the field agency*

Professional Conduct*

Learning Styles*

Learning Contract*

Confidentiality*

Safety*

Discuss expectation and plan for client contact, length of time for shadowing, training, how much client contact will occur, etc.*

Relationship definition and development—establish rapport with field instructor to be comfortable in engaging in self-awareness via supervisory conferences

Community Resources

Verbal/Nonverbal communication

The difference between representing a personal, professional, or organizational position

Impact of diversity on service to client (including personal beliefs/values about populations)

Record keeping, data collection, case notes, etc.

Help student look at own strengths/weaknesses

Ethical dilemmas

Identify client strengths/weaknesses to develop needs assessment/care plan

Generalist roles as they relate to service delivery (refer to field manual)

Working with challenging clients

Transference and countertransference

Value base of social work

Policy development and implementation and its impact on service delivery

Self-Care and stress management with self and how to use with client

Career development and lifelong learning

Intervention plans with different client systems (individual, family, groups, community, or organization)

Identify a service gap that exists for the agency service population

Basic research methods and the research process

The effectiveness of the intervention and termination process with clients

Review of client assessment and/or seminar assignments

Review record keeping, documentation, participation in treatment teams and staff meetings

Process recordings

Advocacy through state representatives/senators, etc.

Review literature for population issues

Evaluate intervention (client and agency)

Consumer service satisfaction survey/evaluation

Mock interviews

Coping skills, problem solving skills, decision making skills

***Items marked with a * must be discussed in field supervision at least once and documented on weekly supervision sheets.**

Bibliography

- Colvin, A. (2013). Building Culturally Competent Social Work Field Practicum Students through the Integration of Campinha-Bacote's Cultural Competence Healthcare Model. *Field Educator*, 3(1), 1-13.
- Davis, A., & Reber, D. (2016). Advancing Human Rights and Social and Economic Justice: Developing Competence in Field Education. *Journal of Human Rights and Social Work*, 1(3), 143-153.
- Doel, M., Shardlow, S., & Johnson, P. (2011) *Contemporary Field Social Work*.** Thousand Oaks, CA: Sage Publications. HV11.D635 2011
- Gall, K. (2012). The Anatomy of an Internship: A Description of the MSW Internship Program at the Children's Hospital of Michigan. *Field Educator*, 2(1), Field Educator, Spring 2012, Vol.2(1).
- Garthwait, C. (2011) *The Social Work Practicum* (5th ed.). Boston: Allyn & Bacon. HV11.7.H67 2011
- Glassman, U. (2016). Finding your Way through Field Work: A Social Work Student's Guide. Los Angeles: SAGE.
- Henderson, P., Holloway, J., & Miller, A. (2014). *Practical Supervision*. London: Jessica Kingsley Publishers. 2014
- Hendricks, C.O., Finch, J.B., & Franks, C.L. (2005). *Learning to Teach, Teaching to Learn*. Alexandria, VA: Council on Social Work Education, Inc. HV11.H43 2005
- Miller, J., & Koerin, B. (2002). Gatekeeping in the Practicum: What Field Instructors Need to Know. *The Clinical Supervisor*, 20(2), 1-18.
- National Association of Social Workers. (2017). *The NASW code of ethics*. Washington, DC: NASW.
- National Association of Social Workers. (2013). *Guidelines for social work safety in the workplace*. Washington, DC: NASW
- Reamer, F. (2012). Essential Ethics Education in Social Work Field Instruction: A Blueprint for Field Instructors. *Field Educator*, 2(2), Field Educator, Fall 2012, Vol.2(2).
- Reamer, F. G. (2001). *Tangled relationships: Managing boundary issues in the human services*. New York: Columbia University Press. HV40.35 .R43 2001
- Royse, D. D., Dhooper, S. S., & Badger, K. (2017). *Field Instruction: A Guide for Social Work Students* (5th ed.). Long Grove, IL: Waveland Press.
- Strom-Gottfried, K. (1999). *Social Work Practice: Cases, Activities and Exercises*. Thousand Oaks, CA: SAGE.

Strom-Gottfried, K. (2007). *Straight Talk About Professional Ethics*. Chicago: Lyceum Books.
BJ1725.S83 2007

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.

White, N. (2013). Home Visiting in the Internship. *Field Educator*, 3(1), 1-5.

Williamson, S., Hostetter, C., Byers, K. & Huggins, P. (2010). I Found Myself at this Practicum: Student Reflections on Field Education. *Advances in Social Work*, 11(2), 235-247.

SAMPLE