



Department of Social Work
Syllabus for SOCW 596 .WS2
MSW Practicum Field Readiness
-Specialized Level
Winter Session 2021, ^{Dec 20, 2021 -Jan 9, 2022}

About the Instructor

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Office: 1307B Peck Hall; ****This is an ONLINE Course, so please read below re: Office availability/hours**
Zoom Office Hours: Due to the online format of this course, all office hours are 'remote.' See box for Office Hours Access Information.

SOCW596 Zoom Room Office Hours

My Zoom Room Office is open on the following days/times:

- **Mondays, 7:00am - 9:00am**
- **Wednesday, 7:00 - 9:00am; 11:00am - 12:30pm**
- **Or by appointment**

for any student to drop-in to chat with me for help or just to say Hi!

- You need to log into SIUE ITS Zoom to get access and authenticate yourself. Here is that link
- Once you are logged into SIUE's Zoom system you can click this link [<https://siue.zoom.us/j/9475428862>] to access my Zoom Room Office
- If you prefer to call in to the Zoom Room via your mobile or land-line phone here are 2 numbers to call in.
+1 646 558 8656 US (Option 1) -OR- +1 312 626 6799 US (Option 2)

****When you enter the Zoom Room (via video or calling in) you may be prompted to give Meeting ID: [947 542 8862]**

It is recommended you test your connection to Zoom, including your microphone and camera settings (if applicable), at least 24 hours in advance of the meeting. Copy and paste this URL into your browser to test your system: <https://zoom.us/test>

NOTE:

My Preferred Methods of Contact: Email **and** phone text. Please type a detailed message regarding course questions and/or other need. Response will be provided within 48 hrs. In the event of an emergency, the student should use all modes of communication (email, phone call, text) to reach me.



Welcome

Welcome to this course! This course is a precursor to Field Practicum and the accompanying Field Practicum Seminar. Only those graduate students entering Field Practicum in the upcoming Spring or Summer semester should be enrolled.

Course Purpose: *To help students prepare for entry into field practicum and develop a sound field learning agreement that is feasible, measurable, and appropriate to the student's level in the social work graduate program (foundation or specialized). The course also intends to help students foster the initial professional and mentoring relationship with their Field Supervisor/Instructor.*

About the Course



Course Description

(1 credit hour)

This course is a pre-cursor to Field Practicum and the accompanying Practicum Seminar. The purpose of this course is to prepare students for entry into field practicum and help students formalize their affiliation with their field placement site and field supervisor. The course introduces students to the social work practice competencies and provides guidelines to ensure apt development of the Field Learning Agreement/Contract. Key areas that will be covered include:

1. Overview of the Social Work Specialized Practice Competencies
 - a. CSWE Generalist 9 Competencies and associated behaviors
 - b. SIUE Social Work Advanced/Specialized 9 Competencies and associated behaviors (as approved by CSWE)
2. Overview of Field Practicum – Why it is important, what are SW department, Student, and Site expectations
3. Overview of the Components of the Field Learning Agreement and its connection to the Competencies

Through course activities, the course will also offer guidance to students on how to foster a positive mentorship role with their Field Supervisor/Instructor.

Course Objectives (Aligned Competency and Practice Behaviors)

Social Work Education is framed by a competency-based approach to curriculum design, which suggests that competency is achieved across nine core areas. Competency is assessed through advances in four core domains: knowledge (K), values (V), skills (S), and cognitive affective processing (CA). The detailed alignments of the course objectives to practice competencies are presented below.

Upon completion of this course, student will make advances in column two and demonstrate competencies in the competency areas designated by column three:

	Objective	CSWE Competencies (Practice Behaviors)
1	Students will be knowledgeable on the SIUE Social Work Foundation and Specialized Competencies and associated practice behaviors.	Comp.1
2	Students will demonstrate their ability to connect the Competencies to measurable activities in field practicum.	Comp.9
3	Students will engage with their Field Supervisor/Instructor (and/or others at the field site) to develop sound understanding of the site's service focus and mentorship capacity.	Comp.6 Comp. 7

Course Textbooks & Readings

REQUIRED

- No textbook is required!
- Council on Social Work Education (2015). *Education Policy and Accreditation Standards* available at www.cswe.org National Association of Social Workers.
- Additional readings as assigned. (These will be shared in class or posted on the Course Blackboard site).

RECOMMENDED

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [<http://www.apa.org>]
- *NASW Standards for Cultural Competence in Social Work Practice*. Washington, DC: National Association of Social Workers. <http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

Course Use of Technology – Online Course Notice

NOTICE: This is an ONLINE Course

What is an Online Course?

SIUE recognizes a ‘Online Course’ to be a course where between 100% of the course material is delivered in an online platform, such as by audio or video lecture, presentation, or remote group activities. This means that the course is asynchronous, and student engage at their own pace, as the modules are opened. There are NO face-to-face, on-campus sessions that are delivered in the traditional format in the classroom on SIUE’s campus; nor are there any designated meeting times.

How do the online sessions work?

For the online sessions students will be responsible for one or more of the following: (1) reviewing the assigned readings, (2) listening to pre-recorded audio lectures, (3) participating in ‘real-time’ video group chats, (4) watching digital videos, (5) responding to and participating in online discussion boards, or (6) completing reflective learning assignments. Much of this work can be done at times that are convenient for the student, but other work will occur during the standard class time, so students should not assume that the designated class time on ‘Online’ lecture days are times that they can fill with other life responsibilities. The online format can allow students the convenience and flexibility of completing the course work on their own time; however, it is imperative that students keep up with the assigned work.

The online learning management system, Blackboard will be used for posting class announcements, readings, learning resources, and assignments on a regular basis. As such, it is important that students have ongoing access to a personal computer, laptop, iPad, or similar device to use throughout the course. If a student does not have personal access to these devices, they should notify the Instructor and the MSW Program Director immediately or reconsider enrollment in this course. (To learn more

about University computer lab services, students can visit:

http://www.siue.edu/its/labsclassrooms/computer_labs_reg_hours_new.shtml).

There will be a “no tolerance” policy for lack of participation in online course content, especially since this is an ONLINE COURSE. There is no excuse for not participating in online activities or lectures.

Technology problems will not be an accepted excuse for delays in meeting expectations or for missing course deadlines. Technical support is available by calling 618-650-5500, by emailing help@siue.edu, or by searching the SIUE knowledge base at <https://kb.siue.edu>.

NOTE: *There are scheduled maintenance times for Blackboard. SIUE ITS announces these to the University community weeks in advance via email, so students should pay close attention to email at all times. It is essential that you be aware of those times and make sure that you have submitted any work in progress (e.g. tests, assignments, posts to journals, wikis, or discussion boards) prior to the systems being shut down for maintenance. Any work in progress will be lost when the servers go down for maintenance. Visit the Blackboard maintenance times website for specific times <http://www.siue.edu/its/bb/maintenance.shtml>*

Student Technology Requirements

Because this course will involve use of the online learning management system Blackboard and other digital technologies, it is imperative that students, at a minimum, have access to the following digital software/hardware:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free): <http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Basic word-processing software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

Course Requirements~ Assessments

The following is a general overview of course activities, assignments, exams, or other assessment measures.

Course Requirements	Short Description	Grading Details
Pre-Field Readiness and Online Learning Surveys	Student will be asked to assess their readiness and online learning preparedness.	5pts
Post-Field Readiness and Online Learning Surveys	After participating in an online learning training and after participating in this course, students will be asked to re-assess their field readiness and online learning preparedness	5pts
About me, my practicum and my practicum plans	Students will be asked to share their practicum and/or practicum plans with the class, so that we can all help them identify field learning goals	25 pts
Competencies in Practice	Students will be given team assignments to help them understand, dissect, and explore how the competencies might apply to practice	60pts
Field Practicum Learning Agreement	Students will draft a learning agreement that covers all the nine competencies and applicable practice behaviors outlined in the course objectives. They list the tasks or activities they plan to meet the objectives and how they will be evaluated by their supervisors. In Spring the Field Supervisor will ultimately have to review and agree to the goals outlines in this FLA, thus it is recommended that students involve them as much as possible in this assignment – otherwise, they need share this assignment with their Field Supervisor in Spring semester.	100pts
Online Course Engagement (Open Forum Share)	To encourage collaborative learning an Open Forum Share Space will be available. Students will sometimes be given discussion prompts and at other times they will be encouraged to engage in discussion and group support independently.	5 pts 1pt for every 4 posts

1. Pre-Field Readiness Surveys (5pts) - Module 1 and 2
2. Post-Field Readiness Survey (5pts) - Wrap up, Module 9
3. About me, my practicum, and my practicum plans - class presentations and greetings (25pts) - Module 3, Module 5
4. Competencies in Practice (60pts) - Module 2, 3, 4
5. Field Practicum Learning Agreement (100 pts) - Modules 6, 7, 8

Course Grading:

Item	Grade Percentage
Practicum Learning Agreement	50%
Competencies Alignment	30%
Practicum Overview and Plans	13%
Online Learning & Practicum Readiness Surveys	5%
Participation/Engagement	2%

Course Outline

This is a 1-credit course, so it is equivalent to 15 hours of on-the-ground, on-campus class instruction time. The course is approximately 3 weeks. In each week, there will be Online course session modules opened. Each online course session module has online lecture or remote learning 'Activities' associated with it. These activities involve 1-2 hours of online engagement. For some sessions, student will also be expected to do required course readings. For most online session modules, students will be assessed via one of the course assignments (e.g. course assessments).

The following outline is just a TENTATIVE plan. Depending on how quickly knowledge acquisition happens more or less time may be spent on a topic area. The instructor thus reserves the right to make appropriate adjustments to this schedule as deemed appropriate.

SOCW596- MSW Field Practicum Readiness– Winter Session Schedule			
Online Session Module	Online Class Session Topic(s)	Online/Remote Session Activities	Course Assessments
Module 1 Intro to Course	- Welcome - Overview of Course - Course Assessment Overview	Instructor Video Overview of Course Syllabus Review Course BB Page Review	Introductory Fun Facts (Spin the Wheel) Sharing & Communication
Module 2	- Online Learning Tutorial/Preparation - Assessment of Field & Online Learning Readiness	SIUE Online Learning Site – Tutorials Video: Time Management and Online Learning Pre/Post Online Learning Assessments	Pre/Post Online Learning Assessments Reflection Activity: Post -It – My Hopes
Module 3	About Practicum - Key Terminology Revisited & Expectations - SW Values, Ethics and Safety	Instructor Lecture/Presentations (1hr) Field Readiness Pre-Assessment Readings	Reflection Assignment: About Me & My Practicum A Showcase
Module 4	About the Practicum Placement Site - Getting to know your Placement Agency or Practicum Options - What activities might be in store for me - Tips on engaging, spearheading, and identifying practicum activities		

Module 5	Using Supervision - Fostering Relationship with your Field Supervisor/Instructor - Tips on Supervisor Communication & Navigating Challenges (particularly In respect to the FLA)		
Module 6	Practicum is Competency Based - About the Specialized Competencies - The Domains (KSVCa)		Reflection Assignment: <i>What Might this Look Like in Practice?</i>
Module 7	Developing Competency Goals - Goal Writing Lab **Thinking about Cases [Capstone on the horizon] - Let's start looking at and working on the FLA	Instructor Lecture/Presentations (2hrs) Readings	
Module 8	Finalizing and Writing the FLA	Instructor Lecture/Presentations Readings	**Translating Module 6 & 7 content to FLA Q&A Discuss Share, Help
Module 9	Wrap up, Field Ready? Navigating Field Acclimation to the Agency Developing & Maintaining Professional Self	Instructor Lecture/Presentations Field Readiness Post-Assessment	Submit Learning Agreement Course Eval

Course and University Policies

Attendance Policy

Attendance is monitored via student participation in online course session modules. Students demonstrate attendance by listening to online lecture or participating in remote activities and fully completing the associated online activities. For some online lectures, students may be given pop quizzes or asked to complete a specific task to demonstrate that they listened to or engaged with the online component. Attendance will also be assessed via regular monitoring of student participation in any online discussion forums, course online meetings, or help sessions. If an emergency occurs and a student cannot participate in an online session module or complete the associated activities, they should notify the instructor by phone, e-mail, and text ASAP. Since attendance and participation is mandatory, students will lose five (5) points for every missed deadline.

Expectations for Written Work

Written assignments are expected to be in standard American English, have subheadings, and use correct grammar, spelling, and punctuation. Unless otherwise instructed, text citations and references list must be in correct APA (6th Ed.) format. All sentences must comprise of the student's own words. Ideas, information, and concepts that originated with any other course must always be noted as such (based on APA format). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proofed for spelling and grammar. Students are encouraged to use the assistance and services of the SIUE Writing Center located in the Student Success Center – Room 1254, Phone: 618-650-2045, <http://www.siu.edu/lss/writing/index.shtml>

Use of student papers or other submitted assignments

At times instructors may ask students for a “clean” copy of their papers, presentations, visual display projects, or other assignments to use as samples for students in future classes. Students have the right to refuse without fear of reprisals. If students agree, they will be asked to sign a form indicating that they have freely given permission to use said items as a sample. There may also be times the instructor will ask students for “clean” copies of their papers to use for pedagogical research. In these instances, items will not be retained or used without the expressed written permission of the student and without appropriate acknowledgment.

Earning a ‘Good’ Grade

****YOU EARN YOUR GRADES!** I do not give them. You must take responsibility and ownership for the grade you have earned. If you aim to get an ‘A’, then you must do work that will *EARN* you that ‘A’. I am not offering extra credit or opportunities for resubmission so that you can earn a certain grade of choice. You must take responsibility for your learning and academic success. If you are uncertain about what you need to do to earn the grade you want to earn, then ask me for help before the assignment due date - I am open to discuss grades you’ve earned or help you develop plans of improvement. Writing is very important to be able to express yourself clearly so written assignments fraught with grammar, syntax, sentence structure and APA errors risk losing lots of points. I encourage all to seek editing help or use SIUE’s writing center.

Academic Integrity/Plagiarism

Academic integrity is expected of ALL students. Students should demonstrate honesty in all activities – *“Acts of academic misconduct for which students are subject to sanctions include, without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.”* Violations of academic honesty will result in no grade for the exam/assignment and notification to the appropriate regulating body (e.g Chair of the Department of Social Work, Office of the Dean of the College of Arts & Science (CAS), Office of the Dean of the program where the student is enrolled if not CAS, and/or the Provost & Vice Chancellor of Academic Affairs. For more information, please visit <http://www.siu.edu/policies/3c2.shtml>

Commitment to Diversity

In an ideal world, the things we learn, including scientific facts would be objective. However, much of our knowledge is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scholars but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scholarly and scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of the world we live in, thus we will do what we can to create a learning environment that supports diversity of thoughts, perspective, and experiences and honors your identities (including race, gender, class, sexuality, religion, spirituality, ability, etc.). To help accomplish this:

- Please let me and your classmates know of your ‘proper’ name pronunciations, gender pronoun preferences, race or ethnic identities;
- Please respect & honor your classmates self-reported identities and the evolution of these identities;
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or submit an anonymous letter to my mailbox to let me know.

Accessibility

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please notify the instructor as soon as possible.

Students who have a learning disability, sensory or physical/mental disability or impairment, or utilize English as a second language or need special assistance in lecture, reading assignments, and/or testing due to medical diagnosis or major life impairment should contact and register with SIUE’s Accessible Campus Community & Equitable Student Support (ACCESS) Office. This University service is FREE. They can help you identify what type of class accommodations can be provide within this course. After a student is registered with the ACCESS Office, they will inform the instructor on what type of accommodations to provide.

Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

Additional SIUE Supports

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Library Resources - <http://www.siue.edu/lovejoylibrary/>
- Academic Success Center - <http://www.siue.edu/retention/sass/index.shtml>
- The Writing Center - <http://www.siue.edu/lss/writing/index.shtml>
- Information Technology Services (ITS) . 618-650-5500 with any technical concerns.
- The Graduate School
- Advising - <http://www.siue.edu/advising/>
- Counseling - <https://www.siue.edu/counseling/>

If you find that you need additional support, please reach out to me or our MSW program director and let us know.

Bibliography

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Subject to change notice

The instructor reserves the right to modify and/or cancel assignments, assignment due dates, or assignment requirements as deemed necessary. In the event that this becomes necessary, the instructor will give at least a 2-day notice.