



Syllabus for SOCW 596
MSW Practicum Field Readiness-Foundation Level
Department of Social Work
Spring (Winter) 2022

About the Instructor

Name: Regina Parnell, DSW, MSW

Email: rparnel@siue.edu

Office Hours: Online (8 am to 9:30 am on Tuesday & Thursday) or by appointment

Zoom Office Hours: Due to the online format of this course, all office hours are “remote”. See box for Office Hours Access Information.

SOCW 596 Zoom Room Office Hours

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

- Tuesday – 8 am to 9:30 am
- Thursday- 8 am to 9:30 am
- 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 IT Zoom to get access and authenticate yourself.
- Once you are logged into SIUE’s Zoom system you can click this link
<https://siue.zoom.us/j/4649081593>
- If you prefer to call in to the Zoom Room via your mobile or land-line phone here are 2 numbers to call in
 - 312-626-6799
 - 309-205-3325

**When you enter the Zoom Room (via video or calling in) you may be prompted to give the meeting ID: (464-908-1593)

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

NOTE:

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

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

Academic and Professional Standards of Performance

As the primary role of the SIUE Department of Social Work is to prepare students to engage in professional social work practice, a major element of this training involves ensuring that students understand the values that undergird the profession and display behaviors that are consistent with these values. The National Association of Social Work (NASW) Code of Ethics serves as the cornerstone of both our profession as well as the guidelines outlined in this policy. Please note that all students are also bound by SIUE's [Student Rights and Conduct Policy](#).

All students are expected to uphold and adhere to the [Academic and Professional Standards of Performance Policy](#) in and outside of class, including but not limited to on SIUE property, in the wider community, at practicum placements, volunteer sites, and online. With respect to social media postings and other online communications, in particular, students should adhere to the Standards for Technology in Social Work Practice published by NASW, which states that "social workers should apply principles of honesty, respect, and social justice, whether their electronic communications are for personal or work-related purposes" (p. 25).

Failure to meet the Academic and Professional Standards of Performance Policy result in plans for ameliorative action(s) and/or dismissal from the Department of Social Work, as delineated below. In particular, the Department has zero tolerance for the denigration of any person based on race, ethnicity, sex, gender, gender identity, sexual orientation, religion, age, disability, or any other dimension of human identity. Any violation of this fundamental value of the social work profession and the SIUE Department of Social Work that comes to our attention is addressed with all due seriousness and swiftness, in accordance with the Policy Guidelines delineated below.

Learning about historical and contemporary structural influences on marginalized and oppressed populations may challenge previously held attitudes and require significant personal change. This process may be anxiety-producing and the department strongly encourages students to develop a support system in which all attitudes may be examined and challenged toward the goal of greater empathy and social action.

Course Use of Technology – Online Course Notice

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>.

OTE: 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 the 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>

Students must have ongoing access to a personal computer, laptop, iPad, or similar device throughout the course. Students may be asked to bring their portable devices to class for in-class activities. If students do not have personal access to these devices, they should plan on using one of the computers in one of the many labs on SIUE’s campus. Many labs are open late, so there is no excuse for not participating in online or digital activities or lectures. (lab information: http://www.siue.edu/its/labsclassrooms/computer_labs_reg_hours_new.shtml).

There will be a “no tolerance” policy for lack of participation in web-based course content. Technology problems will not be an acceptable excuse for delays in meeting expectations or for missing course deadlines. Technical support is available by calling 618-650-5500, emailing help@siue.edu, or searching the SIUE knowledge base at <https://kb.siue.edu>.

Please note that there are scheduled maintenance times for Blackboard. You must 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) before the systems are shut down for maintenance. Any work in progress will be lost when the servers go down. For more, visit the Blackboard maintenance times website for specific times <http://www.siue.edu/its/bb/maintenance.shtml>.

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	5 pts
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 reassess their field readiness and online learning preparedness	5 pts
SMART Goals	Students will review a video on SMART Goals and develop 9 SMART Goals based on the NASW Code of Ethics. Students will submit their goals via Video presentation	20 points
Field Practicum Learning Agreement	Students will be provided an agency to create a sample Field Learning Agreement. Students will follow directions on completing the Field Learning Agreement out. Students will develop one Smart goal for each competency for a total of 9 goals.	100 points
Online Course Engagement (Open Forum)	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 points (5 X 4) Total of 20 points

Course Grading:

Field Practicum Learning Agreement	50%
SMART Goals	20 %
Online Course Engagement	20%
Pre-Field/Post Field Readiness and online Learning Survey	10%

Late or Missed Assignments

Except under highly unusual circumstances, assignments must be turned in by the time listed on the assignment. Assignments submitted after that time or after the due date are considered late. Late charges will deduct 20 points for each day (including weekends) of the assignment score unless prior approval is obtained from the instructor, or a compelling situation prevents prior approval. Please note that approval to submit assignments late is rarely given. A death in the family is an example of a compelling or extreme situation. If in doubt about whether your situation is compelling, please talk to the instructor.

Grading

****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 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 discussing grades you've earned or helping 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.

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.

Text citations and references list must be in the correct APA (6th Ed.) format. All sentences must comprise 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>.

Submitting work

All written work is to be submitted via Blackboard unless otherwise specially stated by the instructor. 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 format (this includes standard 12 font and margins). 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> . All written work will be uploaded on Blackboard through TurnItIn. Any written work found to be plagiarized will receive an automatic zero.

Course and University policies

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 they can freely 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 student's written permission or appropriate acknowledgment.

Academic integrity/plagiarism

Academic integrity is expected of ALL students. Students should demonstrate honestly 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 representing manufactured data to be the result of a 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 (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 the Provost & Vice-Chancellor of Academic Affairs. For more information, please visit <http://www.siue.edu/policies/3c2.shtml>.

When quizzes, exams, or similar in-class assessments are used within this course, students should note that they will be allowed to view their final score but will not be allowed to keep the graded item(s). After viewing their score, students will be expected to return the item to the faculty, where it will be archived until the end of the semester. If the test is online, students will be given a window of time to view their results before it permanently closes. This measure is in place to ensure academic integrity.

Faculty/Instructor commitment & roles

In order for this course to be most effective and achieve its stated outcomes, the presenting faculty member(s) and the students must demonstrate academic integrity and conscientiously engage in certain roles.

The instructor will:

- Facilitate students’ learning of concepts in such a way that will help students understand how to connect the conceptual content of the material to practice situations
- Prepare and deliver course material using a variety of instructional methods to accommodate students’ diverse learning styles
- Be available to students during office hours and by appointment for a consultation
- *When deemed necessary*, the instructor will help students identify and access disability, special needs, or educational support services to aid them with any identified personal impairments.

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.

Student roles & expectations

Students are expected to:

- Attend each class and be on time, unless prior consent has been received by the instructor
- Camera should be always on during class-time
- Come to class prepared having read all assignments
- Actively participate in class discussions – it is noted that the level of participation may vary due to student learning styles or class content, but all students should make a verbal or written contribution to all in-class and online learning discussions
- Complete assignments on time, utilizing the guidelines provided for each assignment
- Seek any necessary clarification regarding course expectations from the instructor and/or course teaching assistant
- Be respectful of the instructor and classmates while in class. This includes, but is not limited to, respecting differences of opinions, maintaining the privacy of personal information shared by others, actively listening to others' in-class discussion, and refraining from intrusive behaviors (like side-bar conversations, use of cell phones, etc.) that disrupt the class or others' learning
- Provide the instructor with feedback about the effectiveness of the course

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 an accurate assessment of achievements—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 lectures, 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 provided 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 at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

SIUE Land Acknowledgement Statement

Southern Illinois University Edwardsville exists in and serves a region that includes the lands of the Kiikaapoi (treaty in Edwardsville, 1819); The Illinois Confederacy, including the Peoria, Kaskaskia, Michigamea, Cahokia, and Tamaroa

(treaty in Edwardsville, 1818); Dhegiha Siouan peoples; and others. We affirm their contemporary and ancestral ties to the land and their contributions to this place. In alignment with the academic mission of the institution, we are committed to building responsible relationships with indigenous communities through the development of educational pathways and opportunities for indigenous students and the advancement of research and knowledge about indigenous peoples, cultures, and histories.

SIUE Inclusive Language Guide

<https://siusystem.edu/inclusive-language-guide/#/>

NASW Code of Ethics (updated 2021) -<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Purchase a copy \$7.00 - <https://naswpress.org/product/53535/code-of-ethics> (We can order bulk \$150 35/booklets if needed)

CSWE 2015 Competencies <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf> or <https://www.cswe.org/accreditation/standards/2015-epas/>

CSWE 2022 Competencies <https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf> or <https://www.cswe.org/accreditation/standards/2022-epas/>

Additional Support

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 Sessions - <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.
- 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 BSW program director and let us know.

Schedule

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.

Online Session Module	Online Class Session Topic (s)	Online/Remote Session Activities	Course Assessments
Module 1: Intro to Course	<ul style="list-style-type: none"> • Welcome • Welcome to Course • Course Assessment Overview 	Instructor Video Overview of Course/Syllabus Review/Course BB Page Review	Sharing & Communication
Module 2	<ul style="list-style-type: none"> • Online Learning Tutorial/Preparation • Assessment of Field & Online Learning Readiness 	SIUE Online Learning Site – Tutorials Video: Time Management and Online Learning Pre Online Learning Assessments	Pre/Post Online Learning Assessments
Module 3	<ul style="list-style-type: none"> • Key Terminology Revisited & Expectations • SW Values, Ethics and Safety 	Instructor Lecture/Presentations Field Readiness Pre-Assessment Readings	Discussion Question on BB
Module 4	About the Practicum Placement Site <ul style="list-style-type: none"> • What is your ideal placement for practicum Gaining knowledge and understanding of agency or practicum options	Instructor Lecture/Presentations Reading	Discussion Question on BB
Module 5	Using Supervision <ul style="list-style-type: none"> • Understanding Code of Ethics meaning of supervision • Understanding your learning style 	Instructor Lecture/Presentations Reading	Discussion Question on BB
Module 6	Practicum is Competency Based <ul style="list-style-type: none"> • Understanding the importance of SMART Goals • Developing SMART Goals 	Instructor Lecture/Presentations Reading	SMART Goals Presentation. Student will develop 9 SMART Goals based on the NASW Code of Ethics. Students will submit their goals via Video presentation

			Discussion Board (students will comment on @ least 2 peers' SMART goals. Providing their peer with suggestions to enhance the goals.
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 Reading	
Module 8	Finalizing and Writing the FLA	Instructor Lecture/Presentations Reading	Submit Draft Learning Agreement
Module 9	Wrap up, Field Ready	Field Readiness Post-Assessment	Course Eval

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.