About the Instructor
Faculty Name: Ariel Jones, PhD, LCSW, RPT-S
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Office: 1306 A Peck Hall; Please note – this is a fully ONLINE Course, so all office hours will be via Zoom
Zoom Office Hours: Tuesdays 7-9 am or by appointment

*Note - My Preferred Method of Contact: Email Please type a detailed message regarding course questions and/or other need. Response will be provided within 48 hrs.

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 This 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

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 Requirement – Assessments

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

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Course Requirements	Short Description	Grading Details
Pre-Field Readiness and Online Learning Surveys Students will be asked to assess their readiness and online	Students will be asked to assess their readiness and online learning preparedness. After participating in an online learning training and after the course, students will be asked to reassess their field readiness and online learning preparedness.	5 pts
Post – Field Readiness and Online Learning Surveys	After participating in an online learning training and after the course, students will be asked to reassess their field readiness and online learning preparedness.	5 pts.
Practicum Prezi	Students will be asked to share their practicum and/or practicum plan with the class, so that we can all help identify field learning goals. Students will be given team assignments to help them understand, dissect, and explore how the competencies	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. Students will draft a learning agreement that covers all nine competencies and applicable practice behaviors outlines in the course objectives.	45 pts.
Field Learning Agreement	Students will draft a learning agreement that covers all nine competencies and applicable practice behaviors outlines in the course objectives. This should include a list of tasks or activities to meet the objectives and how they will be evaluated by their supervisors. The Field	100 pts.

	Supervisor will ultimately have to review and agree to goals outlined in the FLA, thus it is recommended that students involve them as much as possible with this assignment.	
Reflection Assignments	Students will be asked to reflect on various components of field practicum and the FLA	15 points total
Online Course Engagement/ Open Forum	To encourage collaborative learning, an Open Forum Share Space will be available. Students will be sometimes give discussion prompts and other times they will be encouraged to engage in discussion and group support independently.	5 pts.

Course Grading:

Item	Grade Percentage
Practicum Learning Agreement	50%
Competencies Alignment	22%
Reflection Assignments	9%
Practicum Prezi	12%
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.

SOCW 596-MSW Field Practicum Readiness – Winter Session Schedule		
Module Number	**Online Session Module**	**Course Assessments**

Module 1: Intro to Course	Welcome / Intro to the Course	Introductory Fun Facts Sharing & Communication
Module 2	Online Learning Prep & Field Readiness Assessment	Pretest Online Learning Assessments Reflection Assignment
Module 3	About Practicum & Key Terminology/Concepts Reviewed	Reflection Assignment: About Me & My Practicum
Module 4	About the Practicum Placement Site	Placement Prezi
Module 5	Practicum is Competency Based	Reflection Assignment: What Might this Look Like in Practice?
Module 6	Developing Competency Goals	Goal Writing Lab
Module 7	Finalizing and Writing The FLA	
Module 8	Wrap Up/ Are you Field Ready?	Field Readiness Post-Assessment Submit FLA Course Eval

Course and University Policies

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.siue.edu/lss/writing/index.shtml

Late Work:

It is expected that students will submit all work by the set deadline. Late assignments will incur a 5% point reduction for each day they are late up to three (3) days. After the third day, the work will not be graded for course credit. Please communicate with your instructor if you are unable to meet the set deadlines.

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/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 honestly 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.siue.edu/policies/3c2.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

Commitment to Diversity:

The SIUE Statement on Diversity reflects SIUE's commitment to recognizing and valuing the contributions of the breadth of humankind. This statement, adopted in April 2013, replaces an earlier version:

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity and inclusion.

- ● Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.
- ● Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

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.

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/#/

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.

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.

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

Academic Integrity

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.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

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.

Please note that the best way to contact the professor regarding this course is email – ajoneas@siue.edu. All emails will be returned within 24-48 hours of receiving them.

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

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/

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Subject to change notice

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