

Limestone University

MSW Field Education Manual



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Limestone University Mission Statement

The mission of Limestone University is to educate students from diverse backgrounds in the liberal arts and selected professional disciplines. By providing degree programs throughout South Carolina and by way of the Internet, Limestone University offers opportunities for personal and professional growth to individuals who may find access to higher education difficult. In a nurturing, supportive environment based on Christian ideals and ethical principles, students are challenged to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate study.

Equal Opportunity/Affirmative Action Policy

Limestone University operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, as amended, and all other appropriate civil rights laws and regulations. Limestone University does not discriminate on the basis of race, creed, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental disability, sexual orientation, citizenship status, or veteran status in the administration of its employment practices or in the administration of its educational programs or activities.

Criteria for Admission to Field Education

Policy: Criteria for admission to Field Education (Advanced Standing)

Criteria:

All students preparing to enter MSW Field Placement must meet the following minimum criteria: 3.0 overall GPA, successfully complete SW 602, SW 606, SW 607, and SW 611, be in good financial standing, academic status that does not include academic probation, suspension, or dismissal, completion of background check, and completion of the field application and orientation.

Generalist students must complete SW 505 and SW 513 before entering Field Placement

Procedure:

Only students who have met the criteria for admissions into field education are admitted to the field education program. Once a student has met the criteria for admission to field education, the student's academic advisor will submit a recommendation to the Field Education Director, recommending the student for field education. The Field Education Director will verify that the student has met the requirements. The Field Education director will invite the student to a Field Education Orientation. Once the student has completed the orientation, the student will be admitted to field education and the agency selection process will begin.

Limestone University



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Welcome to the Limestone University Master of Social Work Field Education Manual

The MSW field education experience is the signature pedagogy of the program. It is an integral part of the curriculum and represents a significant portion of the educational experience. Field education interlaces academic theories, learned in courses leading up to the field component in

generalist social work education. These courses then create the foundation and opportunity to apply those theories into an actual practice domain.

The Field Education Director oversees the placement process for students, maintains the external relationships with agencies and coordinates training and support for the students and field instructors. By working in the field with our highly qualified Field Education Director, instructors and site supervisors, students can integrate theory with advanced practice, and acquire new competencies and practice skills. Field education becomes the laboratory in which students test themselves as professionals in training. It also broadens the avenue for professional connections with present and future resources. The field involvement contributes to the student's insight into the wide range of social work settings, where upon graduates may find potential employment.

This field education program will prepare students for their place in social work whether they are planning to do clinical, programmatic, policy or administrative work in the future. It will prepare them for their place on the international, national, or local stage, wherever they initially plan to practice. This is accomplished through the design of our curriculum and the implementation of the skills taught in the Field Curriculum.

Thanks, and appreciation to all who participate in the field education component of the curriculum, enabling and enhancing the integration of theory, social work practice, and professional development.

Kertrina A. Graham, LMSW
Associate Professor of Social Work
Field Education Director

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Associate Dean
Director of MSW Social Work Development

Overview of the Field Education Curriculum

The MSW program within the School of Social Work prepares students for advanced professional practice and leadership. The program's values are consistent with CSWE's Core Competencies, and the NASW Code of Ethics.

Students in the Generalist Curriculum must complete four hundred (400) hours of field education before advancing to the Advanced Field Curriculum, where they will earn five hundred (500) hours of field education. Field courses in the Generalist Curriculum are described below.

Social Work 589 A is the first of two-Traditional MSW Field Education courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students will participate in a weekly one- and one-half hour Field Education Seminar. The seminar introduces the United Nations Declaration of Human Rights, the World Health Organization's Definition of Health and the International Federation of Social Workers' Policy Statement on Health into discussions of how resource equity, social justice and universal health and healthcare across the lifespan effects work with client systems. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual Field Education Instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies/organizations. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality.

The student will spend approximately three to four days a week (for a total of 200 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker.

Social Work 589 B is the second of two-Traditional MSW Field Courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Students will participate in a one- and one-half hour Field Education Seminar. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual field education instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with individuals, families and agencies, organizations, and groups. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people's membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality.

The student will spend approximately three to four days a week (for a total of 200 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker.

Field courses in the Advanced Standing Curriculum are described below.

The first term consists of SW 620 Field Instruction I: Advanced Social Work Practice. This course provides a small group educational experience for students entering field that incorporates field knowledge and case vignettes using problem solving as the primary instructional approach.

In this course, students will Complete Field Education Orientation, develop a learning contract, and attend weekly seminars. The seminar contributes to development of the skills involved in collaboration, critical thinking, communication and use of creativity in social work practice.

As a part of Field Education Orientation, students will receive training on completion of the Field Education Learning Contract, Self-Reflective Log (SRL), and Evidenced Based Interviewing Training.

The weekly seminar, hosted by the Director of Field Education/Field Liaison, in a virtual lab, is where students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to access and analyze vignettes, role-plays, and discussions.

Students will participate in a weekly discussion board forum where they will create a forum responding to a case scenario and respond to at least two peers' post.

Students will also study the NASW Code of Ethics, Professional Behavior Development, and the CSWE Core Competencies.

Overall, this course enhances the students' knowledge and skills from the first generalist semester by beginning to focus on transferring theory to practice in field settings. Case vignettes reflect the complex policy issues and advanced behavior theories related to areas of practice.

Intended learning outcomes of the course are development of necessary professional social work skills in the areas of engagement, assessment, intervention, and evaluation, utilizing best practice models and evidence-based practices. Building on competencies learned in generalist practice, students learn to honor the diversity of clients in the context of their area of practice, and to frame the multiplicity of problems that clients bring with them for the enhancement of client wellbeing. Students receive continuing support from the field education director who serves as an educator, consultant, and coach for the field education experience.

Additionally, students learn to apply person-in-environment and ecological systems theory along with Evidence Based Interventions (EBI) to client situations. These empowering theories and frameworks help students at the individual, family, and group levels, and set the stage for understanding how their work is linked to societal systems and organizational change.

The second term in the Advanced Standing Field Education Sequence is comprised of SW 621 Field Instruction II: Advanced Social Work Practice. During this second term in Field students will continue to build upon the foundation built in SW 620 with the Field Placement Agency and the University. This course builds on generalist practice and incorporates field knowledge and case vignettes with Problem Solving. Students engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific field education experiences. The course focuses on enhancing the understanding of evidence-based interventions within the micro, mezzo, and macro levels of practice. It provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students also can engage in activities that enhance professional communication skills. The course provides opportunities for students to practice social work skills under the supervision of a professional social worker and apply evidence-informed interventions in their work with individuals, families, groups, organizations, and communities.

Students learn to formulate clinical questions, search for and appraise evidence, select and apply interventions and evaluate them for fidelity and effectiveness. The Problem-Solving Method relies heavily on students taking an active role in learning as they are presented with real life client situations or problems, either from field experiences or from prepared case vignettes. The course provides connection between what is learned in the classroom and what is learned in the field. Assignments are designed to allow students to utilize specialized knowledge and skills and explore application at the micro, mezzo, and macro level. The curriculum builds on generalist competencies through problem based learning and social development theory. The course provides opportunities to apply evidence-based interventions (EBIs) in social work practice with individuals, families, groups, organizations, communities, and businesses. Students will attend a weekly seminar, hosted by the Director of Field Education/Field Liaison, in a virtual lab, wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions.

Students will participate in a weekly discussion board forum where students will create a forum responding to a case scenario and respond to at least two peers' post.

The third term is comprised of SW 622 Field Instruction III: Advanced Social Work Practice. Advanced Social Work Practice continues to build on generalist practice and incorporates field knowledge and case vignettes with Problem Based Learning (PBL). Students engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing field practicum experiences. The course focuses on enhancing the understanding of evidence-based interventions within the micro, mezzo, and macro levels of practice. It provides a forum for learning and building practice skills through interaction, self-

reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students also can engage in activities that enhance professional communication skills.

Students learn to formulate clinical questions, search for, and appraise evidence, select, and apply interventions and evaluate them for fidelity and effectiveness. The PBL method relies heavily on students taking an active role in learning as they are presented with real life client situations or problems, either from field experiences or from prepared case vignettes. The course provides connection between what is learned in the classroom and what is learned in the field. Assignments are designed to allow students to utilize specialized knowledge and skills and explore application at the micro, mezzo, and macro level.

Content in this course is directed at attainment of advance level competence and practice behaviors with attention being focused on dealing with complex case situations, and appropriate selection of interventions.

The objectives of this course are to broaden the advanced practice skills of students in situations involving diverse client populations. Focus is on increased depth of experiences and utilization of skills with increasingly complex problems and situations.

Students will attend a weekly seminar, hosted by the Director of Field Education/Field Liaison, in a virtual lab, wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions. Students will participate in a weekly discussion board forum where students will create a forum responding to a case scenario and respond to at least two peers' post.

The fourth and final term in the Advanced Standing field sequence is comprised of SW 623 Field Instruction IV: Advanced Social Work Practice. Content in this course is directed at attainment of advanced level competencies and practice behaviors. Particular attention is focused on dealing with complex situations, appropriate selection of interventions and skilled use of self and other resources pertaining to specialization in Mental Health Practice.

Advanced Social Work Practice builds upon the first, second and third field semesters, extending and enhancing the nine core competencies to prepare social workers for social work practice in Mental Health Settings. It is a collaborative endeavor between the University and agency. Field education offers students opportunities to engage in a wide variety of modalities that includes, but is not limited to mental health counseling, family therapy, crises intervention, social work in health settings, school social work, and social work within a work setting.

Particular attention is focused on dealing with complex mental health case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community) and skilled use of self and other resources as it pertains to mental health practice.

This advanced specialized course provides students the opportunity to demonstrate social work competencies and apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities, and businesses at more advanced levels than during the first three semesters of the MSW program. Each student receives support provided by the field education director. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo, and macro level of practice in an area of specialized practice. Students utilize effective communication techniques in working with clients, agency employees and Limestone University Faculty to enhance their professional development as social workers.

In collaboration with Limestone University, agencies provide learning opportunities and resources for an effective educational experience for students. For example, students may gain educational experiences by conducting field visits with their client, participating on treatment teams and review boards, or assisting in developing grant applications. Field Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values, and ethics in an area of specialized practice. Field instructors also collaborate with students and faculty, to create and approve Learning Agreements, complete and sign end-of-semester evaluations, and ensure paperwork is completed on time.

The objectives of this curriculum are to broaden the advanced practice skills of students in situations involving diverse client populations. The focus is on increased depth of experiences and utilization of skills with increasingly complex problem situations.

These Four terms of field education take place within the framework of the Advanced Standing MSW program. The area of specialization; Mental Health Practice, builds on generalist practice, extending and enhancing the nine core competencies.

The Director of Field Education serves as liaison to the field department and brings issues concerning Field to the Program Director and the academic department for consideration. This will help school and departments individually, better understand and appreciate the academic contribution that field makes to our students.

In implementation of the field program, the Director of Field Education is responsible for the following tasks: selection and evaluation of placements; assignment of students to agencies; acting as liaison or monitoring agencies through site visits and other contacts; oversight and review of students' performance in the field; participation in department meetings and activities; teaching department field seminars; and ensuring linkage between the department and field components of the curriculum.

Students can select at least two agencies from a list of approved department placements and participate in interviews at the selected agencies. The field director and program director make the final assignment based on the following data: the student's personal statement, feedback from the student and from the agency, the student's field placement form outlining her/his educational needs and goals, and the field director's knowledge as to whether a particular field instructor and/or agency can meet these needs.

Active student and agency participation in the specialized practice placement process is required. The program establishes a specific set of objectives, course outline, and evaluation instrument for the specialized practice field practicum, all of which builds on generalist practice and extends the nine core competencies.

At the end of each term, the field education program will survey all students, field instructors and liaisons, to solicit their feedback on the quality of their field placement, field instructor, and liaisons.

Treatment modalities are flexibly defined to permit a broad range of experiences. Practice with families may encompass a variety of combinations, from intact nuclear families to multi-generational relationships to families that incorporate non kin as members and to foster families. Practice with groups, organizations, and communities provides exposure to group dynamics and process, in the contexts of therapy groups and other types of groups, including task-centered psychoeducational groups, training groups, time-limited prevention-oriented groups, skill development groups, or community forums and collaborative meetings. Practice with organizations and communities may also involve capacity development, coaching, coalition building, mobilizing, grant writing, needs assessment, organizational development, policy analysis, program development, implementation and evaluation, public relations, quality assurance, resource development, and strategic planning.

Field placements provide opportunities to work with underrepresented populations, including exposure to special population groups that have been consistently affected by social, economic, and legal bias or oppression. Students working with diverse groups, organizations and communities have options from which to choose in addressing program, policy, and leadership barriers to service delivery impacting client populations.

Students are expected to take an active role in their experiences through self-reflection, interaction, and risk-taking. A primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions.

Specialized Practice Opportunities in Field Settings:

The MSW program has developed a roster of approved field placements that meet its specialized requirements. There is close coordination and communication between the practicum and academic faculty. Integration is further facilitated by periodic joint meetings and other combined activities. Academic courses as well as field experiences are organized around department content.

Discrimination and Harassment Policy

Consistent with state and federal law, Limestone University does not, under any circumstances, tolerate or condone discrimination, including but not limited to the harassment of its employees or students based on race, color, sex, disability, religion, age, ancestry, national origin, or sexual orientation. In keeping with efforts to promote and maintain an environment in which the dignity and worth of all people is respected, Limestone University considers discrimination against students and employees unacceptable and cause for serious disciplinary action, up to and including dismissal from the University.

Agency Selection

Policy:

Field placement takes place in a designated organization that provides social work services to or on behalf of clients, which are defined by CSWE as individuals, families, groups, organizations, and communities. Placements are made in a broad array of public and private agencies including inpatient and outpatient settings, community care facilities, psychiatric settings, health settings, job sites, medical and rehabilitation hospitals, child welfare agencies, schools, child guidance clinics, family service agencies, hospices, community mental health agencies, industries, forensic and juvenile justice facilities.

Criteria:

To qualify as a field education site, organizations must meet the following criteria and provide opportunities to develop and demonstrate core competencies:

- Provide guidance and an educational experience for students and assist them in their professional growth in the nine competencies.
- Provide a sufficient number and variety of assignments to develop student knowledge and practice skills.

- Provide an opportunity to work with individuals, groups, families, communities, and organizations unless otherwise indicated by specific generalist and specialized practices.
- Provide ample time for weekly field instruction to permit both individual and/or group conferences with students.
- Provide adequate office space, office supplies, telephone availability, and clerical support for the student to perform assigned duties.
- Provide opportunities for in-service training and access to agency consultants.
- Have an interest in participating in the student's research.
- Have an interest in aligning the agency's practice framework to theories taught in the classroom

Procedures:

- Agencies that are interested in hosting Limestone University students complete required paperwork and identify a qualified field instructor. The field director reviews the application and reaches out to the prospective agency for further information.
- Standardized MOUs and Contract Reviews – All field agencies must sign a MOU or contract reviewed by the MSW Program Director of Limestone University, outlining the roles and responsibilities of the agency and agency personnel to support the role of the student, the careful assignment of clients aligned with student abilities, and the supervisory process, which is distinct from supervision and assignments of employees.
- Signed MOUs are approved by Limestone University Director of the MSW Program and Director of Field Education. The field placement director ensures that the MOU is signed by all responsible parties and conducts a site visit to further develop the placement opportunity. During the site visit, the agency obtains further information on Limestone University's School of Social Work field program policies, procedures and protocols and the steps necessary to host a student. The Director of Field Education and Director of the MSW Program will approve the field placement site if the agency meets all requirements.

Placing Students

Policy: Each placement in field education is made on an individual basis and takes into consideration: the student's previous experience; future goals and professional interests; the learning experiences provided by the agency; geographic location; and special needs. Though field experience varies with agency specific circumstances, school expectations and criteria must be met.

Criteria:

Every student in the Advanced Standing Program will have four terms of field education while students in the Generalist Program will have six terms of field education.

- The main sources of information for the Field Education Department are the field placement form, the student's resume, and the student's personal statement submitted at the time of acceptance into the program. The more detailed the information provided on the form, the more suitable the field assignment can be. The field placement form is shared with the field instructor,

and placement decisions are communicated to field instructors and agencies as quickly as possible.

- Students participate in department field orientation as well as meeting with the field director individually, if needed. Prior to the beginning of the first term of field education, students are assigned to the most suitable field placement for a placement interview. If student is not accepted by the field placement agency, another field placement will be matched.

Monitoring Students

Policy:

MSW candidates are expected to integrate the knowledge and skills learned in the classroom with their field education experience. The student gradually develops his/her identity as a professional social worker and learns the values and ethics of the profession. This individualized process develops over a period and is significantly facilitated by the Field Instructor through the supervisory experience.

Criteria:

Field instructors (and agencies) are expected to offer the student meaningful learning opportunities to develop and demonstrate the core social work competencies, and to provide supervision and support throughout the field education experience. This will ensure that students receive the most appropriate learning opportunities in a supportive environment and meet standards outlined in the CSWE nine core competencies.

Procedures:

Monitoring occurs primarily through supervision and through activities of field liaisons. In addition, the Learning Agreement is used by the student's field instructor to monitor progress during the academic year, as well as for completing the end-of-term comprehensive skills evaluation. If or when students encounter field placement issues, the field director serves as mediator, consultant, and evaluator to identify and help resolve issues and concerns.

The field director monitors students' progress in field through classroom discussion, consultation, and regular communication (in person, e-mail, phone call, or face-to-face virtual meeting).

Evaluating Field Setting Effectiveness

Policy:

The Limestone University School of Social Work strives to ensure the quality of approved field placements. Field placements must demonstrate their ability to provide quality learning opportunities, aligned with the curriculum, to our students and must be receptive to constructive feedback from field education in order to enhance our alliance and partnership.

The field director is responsible for conducting agency site visits each semester to monitor students' progress in field. During the scheduled site visits, the field director reviews the nine core competencies with the students and field instructors and identify core competencies where students need to improve. Field Instructors will offer support and guidance to solicit specific field assignments for students to practice and achieve the expected competencies.

It is the Limestone University School of Social Work policy that all students must have a completed evaluation at the end of each term to receive a course grade. The field director plays

the vital role of reviewing and approving each of the evaluations that are completed by students and field instructors. Questions or concerns that arise related to the evaluations are to be addressed immediately by the field director, with the student and field instructor.

Limestone University is committed to a rigorous and high-quality field education experience, and to this end, engages in a robust series of evaluation procedures of the field experience that includes students, field faculty, field liaisons, and agencies (field instructors). These processes will allow the college to continuously monitor and improve our field education program.

Criteria:

- Field Instructors receive timely communication from the field director regarding changes in policy, program expectations and competencies.
- Students, field instructors, and field director will participate in annual surveys to evaluate agency effectiveness in providing MSW students the field experience congruent with the curriculum and social work core competencies.

Procedures:

- Field placements are monitored by the field director through periodic in-person or virtual agency visits with the student and field instructor, telephone calls, emails, and other contacts. Informal evaluation continues throughout the year. Formal written evaluations of the educational experience are completed at the end of the field educational placement by students, field instructors, and field liaisons.
- Upon completion of field education and the final evaluation of the student’s performance, students will receive an electronic link and complete a comprehensive field placement survey which reviews and evaluates their total field practicum experience.
- In addition, the field instructor is sent a separate comprehensive survey for their feedback on the quality of the student, the field education program, and the faculty director’s responsiveness to both student and field instructor.
- Field liaisons also complete a survey that provides an evaluation of the field instructor and agency. The results of these evaluations are reviewed by field faculty at the end of each academic year, and are used by the school administrators for program evaluation and improvement, as follows:
 - Identify any strengths or weaknesses in the placement process
 - Evaluate the experience from students, field instructors and faculty liaisons in order to plan appropriately for the future

- Provide trainings to field agencies on field curriculum, policies, protocol.

Address potential challenges and issues among students, field agencies and Limestone University.

Evaluating Student Learning

Expectations for student performance are organized based on continuity and sequence over the terms of the practicum. They are progressive in nature, building on the preceding period. The rate of progression varies with individual students, but every student should achieve minimum expectations for each semester and should show sustained growth throughout the semesters. Basic expectations in each of the nine core competencies of social work for each term of field education have been delineated. Each core competency contains specific objectives and behavioral measures that are used to structure the field experience and to evaluate the student's performance. A student must demonstrate adequate performance/skill in all nine areas to pass field.

N/A = There was no opportunity for the student to demonstrate skills in this area.

0 = Skill is not developed

2 = Skill is beginning to develop

4 = Skill is still developing and is not consistent

- 6 = Skill is developed and is mostly consistent
- 8 = Skill is fully developed and consistent
- 10 = Skill is mastered; exceeds all standards

In the generalist practice terms, expected levels of performance for students depend on the competency being assessed, but the general range is 2-6.

Field Instructors may use NA for the following competencies for the first semester only:

- Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 – Engage in Practice-informed Research and Research-Informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Any average competency score that appears in the red zone (below the expected range) constitutes a failure to achieve the expected performance level in that competency.

In the Advanced Standing Program second term, students are expected to perform within a general range of 3-7. In the third term (specialized practice), students are expected to achieve a general range of 4-7 and to perform within a general range of 5-9. Any average competency scores that appear in the red zone (below the expected range) constitutes a failure to achieve the expected performance level in that competency.

End-of-Term Evaluation

The end-of-term evaluation is the formal evaluation by the field instructor. The purpose of this evaluation is to assess the student's learning progress in relation to the opportunities provided in field instruction, the tasks delineated, the goals achieved, and the expectations during this period. The assessment is made within the context of the basic expectations for field performance described above. The end-of-term evaluation calls to the school's attention both the student's areas of competence as well as trouble spots which may need special attention from the field instructor and field faculty liaison.

The end-of-term evaluation is discussed by the field instructor and student in a specially scheduled evaluation conference. Responsibility for clarifying the purpose of the evaluation in advance, and setting up the structure to carry it out, rests with the field instructor. Both parties individually prepare for the conferences by reviewing the teaching-learning experiences to date, the Learning Agreement, the evaluation instrument, RLTs, conferences, notes, and any other relevant materials. The evaluation focuses on an assessment of the student's progress in the nine

core competencies. This progress is viewed within the framework of the learning experiences available in the agency and/or the virtual field practicum.

The end-of-term evaluation is written by the field instructor and is a summation of the considered judgments of the field instructor derived from the student's interaction with clients, observable behaviors, and social work skill development. The field instructor completes the end-of-term online evaluation instrument, and uses the narrative sections to clarify, elaborate upon, and personalize the evaluation. The evaluation is accompanied by a grading section in which the field instructor recommends a grade. The ultimate responsibility for the grade, however, lies with the field director/field liaison, who enters the final grade into the grading system. A link to the evaluation is provided to the field instructor.

The evaluation is submitted to the university and filed in the student's record. The evaluation (and student addendum if there is one) is reviewed by the field director. Special attention is paid to those students with ratings below expectation. A student performance improvement plan (SPIP) is developed to address the areas of low performance. The SPIP includes specific competency-based performance expectations and can be issued at any time during the student's field education experience. The SPIP is created by the field director in consultation with the field instructor to help the student improve his/her performance in field.

Early Outreach: The Field Education Director reaches out to community-based placements and students in the early weeks of placement to confirm the role of the field instructor, to ensure knowledge of the school's expectations for placement, and to learn about the student's adaptation to the field placement.

Site Visit: The Field mid-semester conference occurs between the 4th and 5th week of placement each term and is intended to ensure that the student and agency are both adhering to the performance expectations of the Limestone University School of Social Work. This process provides an opportunity to review the experience in a time frame that allows the student and agency to delineate plans and goals for the remaining time in field education. It follows completion of the Learning Agreement midway through the term.

Completion of Field Education Hours

For MSW students the field placement requires 900 hours. Students in the Advanced Standing Curriculum will transfer 400 hours from a CSWE Certified BSW Program. Students will earn an additional 500 hours in the MSW Program for a total of 900 hours. Students will earn a total of 125 hours in each of the four terms for a total of 500 hours. Students must be in their seminar and field placement agency each week during the term.

Students enrolled in the Generalist MSW Curriculum will earn a total of 200 hours each for the first two terms of field education. Students will then earn a total of 500 hours in the advanced field curriculum for a total of 900 hours.

Internship hours must include program times when primary interventions occur, and the student is able to attend staff/team meetings. These meetings are part of the total hours required. We ask that students spend a minimum of 8 hours/week during the M-F daytime hours. We also ask that students spend blocks of time no less than 4 hours.

Field Instructors may assign up to 10 hours per term additional reading or research specifically related to the student's field placement. All decisions regarding approved hours to augment the field placement must be approved by the field instructor (and on-site supervisor if applicable) reflected in the Learning Contract. Students are required to notify their Seminar Instructor weekly if they have not completed their regularly scheduled internship hours. Travel/commuting time to and from your placement site does not count toward your total number of field hours. Travel time that is part of your regular, scheduled work assignments in your field placement, such as traveling to a family's home from the agency office, does count.

Students are required to keep a weekly log of all field hours for each term and attach their field hour's sheet to the end of term Field Evaluation. A student must have a minimum of 125 hours in each term of field placement to pass to the next term. A student cannot begin the second term of field until a passing grade has been earned for the previous term.

Absences from Field

It is the student's responsibility to inform the Field Instructor regarding any absence from field. The Field Instructor and the student should inform the Seminar Instructor of any concerns regarding student absences.

There are times when an unforeseen circumstance will occur and a student needs to be out of their placement for a longer period, such as a natural disaster, illness, or a death in the family. This does not include vacations, weddings, or other planned events, that may not be approved. Anytime a student misses more than one day, the student should reach out to their agency (field instructor) and their seminar instructor ASAP. The seminar instructor will work with the student and the agency to develop an educationally sound plan. If a student needs to be out of the setting/seminar for more than 5 days, the seminar instructor will work with the student to withdraw from the seminar and placement.

Change of Placement

If the student or the agency determines that a change of placement must occur, the student must reach out to the Seminar Instructor immediately to determine next steps. Termination of a student from placement regardless of reason requires a professional and ethical plan involving the placement site, student, and seminar instructor. Students will carry out this termination plan professionally, abiding by the NASW Code of Ethics and organizational policies.

Any student who prematurely ends a field placement without prior approval from the seminar instructor risks receiving a failing a grade for the field education course.

Any student who is asked to prematurely terminate a field placement or fails the placement, more than once, due to missed hours, lack of communication, unethical behavior or other concerns is at risk of being dismissed from the MSW Program.

Field Placement at Place of Employment

Policy regarding placement in the student's place of employment:

In most cases, students are placed at agencies where they have no prior work or volunteer experience. However, in special circumstances students may be assigned to their place of employment for their internship experience. Requests for employment-based internships may be granted in special circumstances. When approved, these agency exceptions must offer new and different learning opportunities from those associated with the student's regular employment. In addition, they must be educationally directed by a Field Instructor who meets the school's required qualifications for field instructors and is not the employment supervisor. Paid employment settings can present many complicating factors that have the potential to limit the student's full utilization of the field education experience and should be weighed carefully by the student and the employer.

Some of the conflicting issues that may arise are the agency's emphasis on productivity over student learning, decreased willingness on the part of student or agency to disclose problems that arise related to field placement, inadequate supervision, or assignments that are not congruent with practicum expectations and CSWE social work competencies. Considering these potential conflicts, the Limestone University MSW Field Placement Program cautions students about

employment-based internships and reserves the right to approve these field placements based on the following criteria.

Criteria for approval of employment-based field placement.

- All the required field hours must be under the supervision of an MSW Field Instructor who possesses the qualifications required by the University and is not the student's employment supervisor.
- Field education assignments must be different from the student's regular work assignments.
- Assignments must constitute opportunities for new learning for the student, such as a new population, new treatment methodology, or new field of practice.
- The student's educational goals and Learning Agreement must be the primary focus of the position during field placement hours.

Procedures:

- Upon request, students are informed of the criteria and guidelines for field placement at the place of employment by the Field Education Director.
- If the proposed field placement internship meets the above criteria, the student can submit a completed Employment Based Field Placement Proposal to the field director with approval from the employment agency.
- The proposal must be submitted 30 days prior to the beginning of the term to allow sufficient time for field faculty to investigate and approve employment-based field education.
- Upon receipt of the proposal, the field director will reach out to the identified field instructor to investigate and approve, if proposed field placement meets all criteria. If approved, student will be able to intern at his/her employment agency.
- The field director carefully monitors and evaluates the student's field experience to ensure optimal learning and professional development and provides support and consultation to the field instructor throughout the academic year.

Criteria for and Responsibilities of Agencies & Organizations

Based upon the criteria listed below, negotiations will be conducted between the agency/organization and the Field Education Director, to determine appropriateness of the site for student placement. The University and the agency/organization will sign a University /Agency/Organization Contract as confirmation of placement approval. Agencies/organizations will be selected as field sites pursuant to their ability to provide a sound educational experience.

Organizations are required to engage in the following:

- Commitment to training of students as demonstrated by provision of a minimum off 1 hour of field instruction per week by a qualified MSW.
- Commitment to an educationally sound student internship experience.
- Provision of agency/organization orientation for all social work interns.
- Sufficient staff to operate its program(s) without dependence upon students.
- Commitment to planning and providing for the safety of students

Field Instructors are expected to orient students in basic and agency related policies and procedures that can maximize their personal safety. Field Instructors are required to review safety and risk management policies and procedures of the field agency with the student. Completion of this orientation must be documented in the Orientation Checklist section of the Learning Agreement in each assigned field internship. It should include but not be limited to the following:

Field Education Sites

Harassment of any student or employee of Limestone University shall not be tolerated from any field or clinical instructor, employee, client, or representative of the clinical/field affiliated site. Nor will Limestone University tolerate any harassment by a Limestone University student or employee towards an employee or client of an affiliated site. Any incidence of harassment needs to be reported to the Field Director immediately.

Criteria for and Responsibilities of Field Instructors

Field Instructors are an essential component of the student's field education experience. They are selected from agency/organization staff who have had at least two years of professional post-MSW practice experience.

Criteria for field instructor selection are as follows:

- Commitment to the Vision, Mission and Values of the University.
- MSW degree from an accredited school of social work.
- Two years post MSW practice experience. A license is preferred but not required (unless required by your specific state/jurisdiction)

- Ability to provide a minimum of 1 hour per week of instruction.
- Commitment to working with Limestone University, agency/organization, and students in the development of the field education learning contract.
- Commitment to attending meetings with seminar instructors, and to completion of student evaluations.
- Has no personal, familial, or prior therapeutic relationship with the student.

Although the field instructor has overall responsibility for the student's learning assignments, it is hoped and expected that learning opportunities can be deepened through exposure to staff members with special expertise within the agency/organization as well as to a range of professional opinions.

Field Instructor's' feedback regarding the field education component of the curriculum will be solicited during orientations, seminars, telephone contacts with faculty, and agency/organization visits.

Safety Precautions for Students in the Field

Basic safety measures are extensively discussed in Field Seminars to raise student awareness of safety considerations and measures.

- Field Instructors are expected to orient students in basic and agency related policies and procedures that can maximize their personal safety. Field Instructors are required to review safety and risk management policies and procedures of the field agency with the student. Completion of this orientation must be documented in the Orientation Checklist. It should include but not be limited to the following:

- Building/office security policy
- Fire, and other emergency procedures
- Transportation policies and insurance requirements
- Sexual harassment/discrimination procedure
- Home /school / community visit safety policy and procedure
- Crisis intervention

- Emergency and support contacts
- Field Instructors are required to contact the field placement director regarding any safety or human resources incidents or concerns.

Liability Insurance

Limestone University provides Liability Insurance during field education through the National Association of Social Workers (NASW) and the American Professional Agency, Inc. It is mandatory that every field education student receive coverage under this policy. Upon payment of the fee, each student is enrolled in and covered by the University's Malpractice Liability Insurance Policy. The student will receive insurance that covers \$2,000,000/\$4,000,000.

The cost for the insurance will be charged to the student in conjunction with the initial field education enrollment.

Injury at Field Placement

If a student is injured while interning at the field placement, the student and/or field instructor are required to contact the field director immediately to report the nature of the injury and status of the student's health and well-being. If the student or Field Instructor has difficulty reaching the field director, please contact the program director.

Criminal Background Check Policy

Policy Rationale:

Limestone University is committed to producing social workers prepared to be licensed in the state of South Carolina. One practical consideration is that The SC Bureau of Labor Licensing Regulation (<https://llr.sc.gov/sw/>) has limitations and restrictions about criminal histories that are or are not acceptable for professional license. While the admissions team does not decide what is acceptable to the SC LLR, they can identify backgrounds that might disqualify a matriculated student from obtaining a professional license to practice social work.

All students in the MSW program must have a current background and finger-print check, prior to placement in Field Education. A current criminal background check is one that includes a finger-print report and that was completed no more than 12 months prior to beginning the Field Practicum. The Background check must indicate that the student is not at risk to harm potential clients. A criminal history does not automatically disqualify a student from completing the Field Practicum but may limit where the Field Practicum can be completed.

Limestone University Social Work Background Check Procedure

1. Scheduling and obtaining a criminal background check is the responsibility of the student and must be completed prior to beginning the Field Education Placement. Some social service agencies (e.g. South Carolina Department of Health and Environmental Control) have specific procedures for obtaining a criminal background check that meets their requirements. When appropriate students should follow these procedures.
2. Most students will obtain a criminal background check and fingerprint report through Castle Branch: <https://discover.castlebranch.com>. Students will set up an account in Castle Branch using Package Code that will be provided by the Field Education Director.
3. Students must sign a release of information before an agency can receive the completed background check.
4. Castle Branch criminal background checks can take up to two months to process.
5. Students are strongly recommended to let the Field Director and the Program Director know if there is any possible criminal activity, or history that will be reported on the criminal background check. This notification will help to ensure that an appropriate Field Education Placement is secured.
6. Students retain access to the Castle Branch criminal background report and can provide access to the information via the release of information.

To complete the background check:

- Visit CastleBranch.com
 - Click on the "Place Order" button
 - Enter in the Package Code provided by the Field Education Director, and click the "Submit" button
 - Follow the directions to set up your my CB account, and submit your background check
- Please remember that you will need to monitor your background check after it is has been submitted, and if indicated, follow up with the fingerprinting process as directed.

When you submit your background check, you will receive an order confirmation. Save the file as a pdf in this format (last name, first name - confirmation.pdf). Email the document to the Field Education Director at (**kgraham@limestone.edu**).

If you have any questions regarding background checks, please contact the social work program Field Director at the above email address or (**843-610-0717**)

LIMESTONE UNIVERSITY
SOCIAL WORK PROGRAM
SW 620 Syllabus

COURSE NUMBER: SOCIAL WORK 620

CREDIT HOURS: 3

COURSE TITLE: FIELD INSTRUCTION I: ADVANCED SOCIAL WORK PRACTICE

COURSE DESCRIPTION: The first unit of field education is the first course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at attainment of advanced level competencies and practice behaviors. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student. Students must complete 125 hours.

PREREQUISITE(S): This course can only be taken if the first units of advanced year coursework which include SW 607 and SW 611 have been completed. Credit, 3 hours.

Professor: _____

Phone: _____ Office: _____

Email: _____ Office Hours: _____

Director of Social Work Program: Jackie Puckett

REQUIRED TEXTS/ READING:

Dziegielewski, Sophia F. (2015) DSM-5 IN ACTION (3rd Edition) Wiley& Sons, Inc. ISBN 978-1-118-13673-7

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship: Personal, professional, and civic development in experiential learning (5th ed.)* Boston, MA: Cengage Learning, Inc.

National Association of Social Workers. (2017). NASW Code of Ethics.

MSW Field Manual (link for Manual) -The MSW Student Field Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and field evaluations. It is available on Blackboard. The Agency Based Field Instructor may also assign readings relevant to the agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Additional- Agency recommendations

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual format, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through an online format. In order to fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and

previously recorded lectures, videos, live discussion, individualized instruction, an interactive learning lab, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level writing skills will be penalized. Expectations are very high that the student will be motivated to read, master and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of in-class and outside-of-class projects.
- D. Testing and evaluation procedures.
- E. Audio-Visual supplemental aides.

Learning Outcomes

**Course Objectives/Core
Competencies**

**Student Learning Outcomes/ Practice
Behaviors**

Measured by

Competency 1: Demonstrate Ethical and Professional Behavior

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d. Use technology ethically and appropriately to facilitate practice outcomes;
- e. Use supervision and consultation to guide professional judgment and behavior.
- f. Recognize and manage personal values in a way that allows professional values to guide practice.
- g. Apply strategies of ethical reasoning to arrive at principled decisions.

- Discussion posts (based on reading)
- Field Education Orientation
- Advanced Practice Learning Agreement
- Participation in Field seminar
- Adherence to NASW Code of Ethics

Competency 2: Engage Diversity Difference in Practice

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- d. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

- Advanced Practice Learning Agreement

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>b. Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 4: Engage in Practice –Informed Research and Research-Informed Practice	<p>a. Use practice experience and theory to inform scientific inquiry and research;</p> <p>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <p>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Agency & Client Paper
Competency 5: Engage in Policy Practice	<p>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>b. Assess how social welfare and economic policies impact the delivery of and access to social services; c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> <p>c. Collaborate with colleagues and clients for effective policy action.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Agency & Client Presentation
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <p>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <p>c. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Self-Reflective Log [SRL]

**Competency 7: Assess
Individuals, Families, Groups,
Organizations, and
Communities**

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Advanced Practice Learning Agreement

**Competency 8: Intervene with
Individuals, Families, Groups,
Organizations, and
Communities**

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

- Advanced Practice Learning Agreement
- Supervision Notes

**Competency 9: Evaluate
Practice with Individuals,
Groups, Organizations, and
Communities**

- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and

- Advanced Practice Learning Agreement

- other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Advanced Practice Field Evaluation
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Advanced Practice Field Timesheet
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion.

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at ***least TWO classmates*** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. ***Note:*** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain absolutely from lying, cheating, and stealing.

Academic Misconduct, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University’s Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled “Plagiarism Workshop and Quiz” on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select “Plagiarism Workshop & Quiz.”

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards.

All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council on Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you are capable of providing competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Writing Lab: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their particular circumstances and needs. Accommodations will be considered via an interactive process between that office, the student and review of appropriate documentation. Any pertinent documentation should be sent to The Equity and Inclusion Office, Limestone

University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy

Online Program: Students are expected to communicate with the professor frequently. In the Online Program, students are required to contact their instructors at a minimum once a week. It could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions of outside readings and assignments. In order to meet learning objectives for this course, you will be expected to arrive on time for collaborate sessions/seminars and attend all seminars. In case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). ***An absence due to work-related scheduling is not excused.***

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time. Your performance and professionalism in this course are considered to be indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards in order to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. This is why our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time.

Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus. Late assignments will be assessed a penalty for each day they are late, if accepted at all. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all of your work. ***Work submitted late is subject to a reduction in grade if accepted at all.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted, and students can preclude losing points by communicating with the professor sooner than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of “W” (withdraw) which will have no impact on the student’s grade point average (GPA). After this point, through the last day of classes, a student may withdraw from a class and a grade of “WP” (withdraw passing) or “WF” (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of “F.” Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of “WP” from the Provost.** [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. Should you send this instructor an email asking about grades or assignments for this course, your questions should be sent using your Limestone Bp Messages in Blackboard.

Answers will not be sent to emails outside of the Limestone College email system. It is the student’s responsibility to check this account regularly.

If you use a different email account, please direct your Limestone College email to that account. As social workers, proper email etiquette is expected. *Emails sent to faculty members, supervisors, and/ or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.*

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of “B” level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work (“A” level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below “B” is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute, there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 620: Field Instruction I: Advanced Social Work Practice is one of the core courses for the Master of Social Work (M.S.W.) program at Limestone University. Any student who earns below a B in a class must re-take that class. Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation. Students who receive a grade below a “B” in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “C” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

All students in the specialized advanced curriculum, must take a practice methods class while in their field practicum. The school’s practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school’s program website.

In all practice courses and most other MSW courses, classroom assignments draw heavily from students’ field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses.

To add depth to students’ understanding of generalist practice taught in the classroom, all students in the Advance Generalist Practice of Mental Health must have a range of experiences, including macro practice experiences. For instance, all students are required to construct a macro-themed project in conjunction with their course SW 610: Advanced Social Welfare Policy and Services to demonstrate progress toward their understanding of policy, program development, and other macro areas.

Another major assignment in this course requires students to complete an analysis of their field agency to deepen their understanding of their agency’s history, structural form, service goals, intervention models, and organizational networks. Students also learn how to assess the extent to which their placement agency engages in empowerment and multicultural practice and to identify areas for agency growth and development. Other foundation and advanced specialized practice methods courses similarly tie their assignments to students’ real-world work in their field agencies, as students’ field experiences are an ongoing source for written and oral assignments and class discussions.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, to take notes in class when appropriate, and to participate in all class activities.

Students are expected to complete all assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone University email account, which they check frequently. Students are expected to communicate information regarding the course in Blackboard Messenger.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and class lecture and discussion topics.

Assignments	Due Date	Points Allotted
Unit 1—SW 620: Intro. Discussion	Week 1	50
Field Seminar 1	Week 1	100
Field Education Orientation	Week 1	100
Supervision Note 1	Week 1	50
Unit 2 Discussion	Week 2	100
Advanced Practice Learning agreement	Week 2	200
Supervision Note 2	Week 2	50
Field Seminar 2	Week 2	100
Week 3 Discussion	Week 3	100
Field Seminar 3	Week 3	100
Supervision Note 3	Week 3	50
Week 4 Discussion	Week 4	100
Field Seminar 4	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	200
Supervision Note 4	Week 4	50

Agency & Client Presentation	Week 4	50
Week 5 Discussion	Week 5	100
Supervision Note 5	Week 5	50
Field Seminar 5	Week 5	100
Week 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50
Agency & Client Paper	Week 6	150
Field Seminar 6	Week 6	100
Week 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Field Seminar 7	Week 7	100
Week 8 Discussion	Week 8	100
Week 8—SW 620: Final Discussion	Week 8	50
Field Seminar 8	Week 8	100
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	200
Supervision Note 8	Week 8	50
Advanced Practice Field Evaluation	Week 8	200
Advanced Practice Field Timesheet	Week 8	200

Total Points (possible) 3,300

Grading Scale

A (90%)	B (80%)	C (70%)	D (60%)	F (below 60%)
A = 2, 970-3,300	B = 2, 640-2,970	C = 2,310-2,640	D = 1,980-2,310	F = 1, 979 or below

Course Outline SW 620

Date	Week 1
	<ul style="list-style-type: none"> • Introduction • Review Course Syllabus: Review Assignments/Expectations, Thoroughly Read your syllabus. It is located at the syllabus tab. • Review Core Competencies • Review NASW Code of Ethics • Review Field Education Orientation • Read Chapter1, The Successful Internship: The Big Picture • Read Chapter 1, DSM-5 In Action: Assessment, Planning, and Practice Strategy • View Chapter 1 Power Points • Attend Field Education Seminar • Supervision Note 1 should be completed • Discussion Board (Introduction Introduce yourself in the Discussion Board, using the template in the syllabus as a guide)
	Week 2
	<ul style="list-style-type: none"> • Read The Successful Internship: Chapter 3 The Learning Contract, Supervision, the Seminar, & Reflection • Complete and Submit Advanced Practice Learning Agreement • View Chapter 3 Power Points • Supervision Note 2 should be completed • Attend Field Education Seminar
	Week 3
	<ul style="list-style-type: none"> • Read The Successful Internship: Chapter 2 The Anticipation stage: Venturing Forth (pp. 30-41) • View Power Points • Supervision Note 3 should be completed • Attend Field Education Seminar • Complete Discussion Board Question for Week 3

	Week 4
	<ul style="list-style-type: none"> • Read The Successful Internship: Chapter 2 The Anticipation stage: Venturing Forth (pp. 41-51) • Submit Agency & Client Presentation • Submit Supervision Notes Due for Weeks 1-4 • Submit Self-Reflective Log Due for weeks 1-4 • Attend Field Education Seminar
	Week 5
	<ul style="list-style-type: none"> • Self-Reflective Log (SRL) • Read Chapter 2 DSM-5 In Action: Basics and Application (pp. 23-45) • Supervision Note 5 should be completed • Attend Field Education Seminar • Complete Discussion Board Question for Week 5
	Week 6
	<ul style="list-style-type: none"> • Read DSM-5 In Action: Chapter 2 Culture, Age, and Gender-Related Information pp.47-67 • Supervision Note 6 should be completed • Agency & Client Paper • Field Education Seminar • Complete Discussion Board Question for Week 6
	Week 7
	<ul style="list-style-type: none"> • Read Chapter 3 DSM-5-In Action: Completing the Diagnostic Assessment (pp.70-86) • Supervision Note 7 should be completed • Attend Field Education Seminar
	Week 8
	<ul style="list-style-type: none"> • Read Chapter 3 DSM-5-In Action: Ethical and Legal Considerations (pp.101-105) • Submit Advanced Practice Field Evaluation • Submit Self-Reflective Log (SRL) (Weeks 5-8) • Supervision Notes Due (Weeks 5--8) • Submit Advanced Practice Field Time Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Attend Field Education Seminar |
|--|---|

Course Requirements and Assignments

Weekly Field Seminar (100 points a week for 800 total)

The Director of Field Education will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions. Students will participate in a weekly one- and one-half hour seminar. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director.

➤ **Field Education Orientation (100pts.)—due Unit 1**

Students will be expected to complete Field Orientation Training provided by the Field Director. Training to be completed the first week of Field Placement and documented in the Self-Reflective Log(SRL). A certificate of completion of Field Orientation will be provided the student. This will entail completion of Evidenced Based Interviewing Training (EBI) provided in orientation by the Field Director. This assignment must be completed during the first week (*Unit 1*) of Field Orientation.

➤ **Advanced Practice Learning Agreement (200pts.)—due Unit 2**

During the first half of placement, the Field Instructor and the student will establish a written learning agreement known as the Advanced Practice Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field Instructor which identifies the tasks and projects that can be completed by the student that will result in competency evidence for each of the advanced practice behaviors. The student’s learning experiences will be reviewed and monitored by the Director of Field Education.

You are required to develop an Advanced Practice Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone University Field Director will review the Advanced Practice Learning Agreement to ensure it meets the course outcomes for the program. This contract should be reviewed and updated periodically during the practicum. The Advanced Practice Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Advanced Practice Learning Agreement and advanced practicum outcomes. The advanced practice outcomes provide clear practice and evaluation goals for the field practicum. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)—due Week 4 & Week 8**

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Placement for the week. The SRL will be used to describe, student/client interactions.

The log is due at mid-term (Week 4) and at the end of the term (Week 8) and should be inclusive of one entry at the end of each week in field placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services

SRL 1—Unit 1

On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Contract. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.

Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature)

Date: 3/5/2020

➤ **Agency & Client Presentation (50pts.)—due Unit 4**

Students will provide a 5-7 minute class presentation on their field placement agency and a client with whom they are working. ***The presentation will be no less than 12 slides covering all the areas expected.*** Including photos from the agency and pictures from the internet are strongly encouraged. ***Students who DO NOT save their presentation to a USB Flash Drive will automatically lose ½ credit for taking up too much time to present.*** Students are expected to have this presentation for the start of class and can upload their presentation after they present. The presentation should include slides that discuss the agency, why you chose that agency for field placement, and what you learned. It should also include general information about the agency.

An example is below:

Your presentation will include the following **12 slides**:

- Cover ***slide*** with SW 620: Field Instruction I, Agency & Client Presentation, Name, and School
- Chosen Agency ***slide*** you chose to evaluate
- Agency Reasoning ***slide*** explaining why you chose this agency.

- Agency Overview *slide* with information about the agency.
- Agency Organizational Structure *slide* with information about the structure.
- Agency Services *slide* with information about services offered by agency.
- Agency Pros & Cons *slide* with pros and cons of the agency.
- Agency Proposal *slide* identifying areas of concern noted on the Agency Pros & Cons slide
- Identified Client *slide* with a synopsis of the chosen client and any diagnosis he/ she has
- Interventions Used *slide* with information about how you are working with chosen client
- Self-Reflection *slide* explaining how you intend to continue supporting the agency & client
- Conclusion *slide* explaining what you learned.

<p style="text-align: center;"><u>SW 620: Field Instruction I</u> <u>Agency & Client Presentation</u> Lynne Stover Limestone University</p>	<p style="text-align: center;"><u>Chosen Agency</u></p> <ul style="list-style-type: none"> ● <i>Palmetto Place Children & Youth Services</i>
<p style="text-align: center;"><u>Agency Reasoning</u></p> <ul style="list-style-type: none"> ● I want to work with unaccompanied youth. ● Children and adolescents are near and dear to me. ● I am interested in working with the Executive Director, as she is a social worker. ● I like that they have a Campus A & Campus B. ● I am impressed with their social media presence. 	<p style="text-align: center;"><u>Agency Overview</u></p> <p>This slide will include the Mission, Vision, and Funding Sources.</p> <p><u>Mission & Vision</u></p> <p>The mission of Palmetto Place Children & Youth Services is to provide a safe and supportive environment for children and teens who have faced abuse, abandonment, neglect and/or homelessness.</p> <p><u>Funding Sources</u></p> <ul style="list-style-type: none"> ● U.S. Department of Social Services (DSS) ● Federal Grants ● Community Partner Agencies
<p style="text-align: center;"><u>Agency Organizational Structure</u></p> <p>This slide will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.</p> <p><u>Palmetto Place Children & Youth Services</u></p> <ul style="list-style-type: none"> ● Executive Director (Jill McHugh) <p><u>Palmetto Place Children & Youth Services</u></p> <ul style="list-style-type: none"> ● Project Coordinator (Rayani Baughman) ● Director of Development (Kendra Mallett-Brunson) ● Resident Liaison & Independent Living Coordinator (Kristan Powell) ● Community Outreach Coordinator (Courtney Tidwell) 	<p style="text-align: center;"><u>Agency Services</u></p> <p>This slide will include the services provided and how they determine effectiveness.</p> <p><u>Services Provided</u></p> <ul style="list-style-type: none"> ● Respite ● Housing ● Counseling Services <p><u>Determining Effectiveness</u></p> <ul style="list-style-type: none"> ● How many residents graduate high school or G.E.D. ● How many residents find employment or attend college. ● How many residents are able to be self-sustaining.
<p style="text-align: center;"><u>Agency Pros & Cons</u></p>	<p style="text-align: center;"><u>Agency Proposal</u></p>

<p>This slide will include the pros and cons of each department while identifying any deficits to service and need for change.</p> <p>Pros</p> <ul style="list-style-type: none"> • Provides housing and respite for homeless youth • Provides housing for ages 0-22 • Serves as an emergency shelter • Provides psychoeducation on life skills • Prepares residents for work or college <p>Cons</p> <ul style="list-style-type: none"> • More housing should be available for those over 22. 	<p>This slide will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.</p> <p>Identified Area of Concern</p> <p>I would like to see Palmetto Place Children & Youth Services eventually build an independent living community for residents who age out after 22. This could be done by submitting grant applications to various organizations in the community such as the Junior League of Columbia (JLC), Leadership Columbia (LC), Leadership Lexington County (LLC), etc.</p>
<p style="text-align: center;">Identified Client</p> <p>Harper (not client’s real name) is a 14-year-old female who resides at Palmetto Place Children & Youth Services. I began working with her because she is a pregnant teen and her parents kicked her out of her house. Harper is a victim of physical abuse at the hands of her ex-boyfriend and has a diagnosis of Post-Traumatic Stress Disorder (PTSD).</p> <ul style="list-style-type: none"> ○ Diagnosis: Post-Traumatic Stress Disorder (PTSD) 	<p style="text-align: center;">Interventions Used</p> <p>Harper (not client’s real name) and I began to work on budgeting and preparing her to pass her G.E.D. exam. I provided psychoeducation on life skills to include healthy coping mechanisms, budgeting, nutrition, finding employment, and paying bills. I have also provided her both individual and group counseling, while in my field placement, under the supervision of the Campus A counselor.</p>
<p style="text-align: center;">Self-Reflection</p> <p>On this slide, students will provide a self-reflection regarding how they believe they are doing in their internship and while working with their chosen client. They will also share how they intend to improve their services to both the agency and client.</p>	<p style="text-align: center;">Conclusion</p> <p>This section will conclude your overall thoughts on the agency and your work with the client.</p>

➤ **Agency & Client Paper (150pts.)—due Unit 6**

Students will be required to complete one 5-7 page Agency & Client paper using 4 peer-reviewed references. Students will concentrate on their field placement agency and one client in particular.

The paper should include a discussion of the agency’s mission, vision, funding sources, organizational structure, and leadership, flow of authority, and any other relevant departmental characteristics, and service effectiveness. How do they determine that what they do is effective? Students are encouraged to look at both the pros and cons of their field placement agency and need for change. A proposal must accompany any identified areas of concern: The specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and finally discuss how you would propose to obtain funding. Students will then, as in their Agency & Client Presentation, identify a particular client with whom they are working. **Note: Please do not use the client’s actual name.** They will discuss the

interventions used and then provide a reflection as to how they believe they have done working within the agency and with this client. Information can be gathered by conducting focus groups, interviews, and surveys as a way to collect additional data. Be prepared to present findings during the last week of classes.

The Agency & Client paper must include the following sections:

- Title *page*
- Body of paper *pages*
 - Title of your Paper (as Introduction)—*NOT in Bold*

This section will introduce the agency you chose to include why you chose it. Were you interested in looking at agencies that helped a particular population? Is this a place you work or are you there for internship? What made you choose this agency? Please provide the reason why this agency was of interest to you.

- **Agency Overview**

This section will include the Mission, Vision, and Funding Sources.

- **Agency Organizational Structure**

This section will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.

- **Agency Services**

This section will include the services provided and how they determine effectiveness.

- **Agency Pros & Cons**

This section will include the pros and cons of each department while identifying any deficits to service and need for change.

- **Agency Proposal**

This section will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.

- **Identified Client**

In this section, students will provide a synopsis of the chosen client they would like to discuss. Students will also include any diagnosis the client may have, in this section of the paper.

- **Interventions Used**

In this section, information about how you worked with your chosen client must be provided. Did you provide psychoeducation? Did you provide individual or group counseling? What other things did you do with your client to help him/ her be successful in treatment? Also, who supervised you during this experience?

- **Self-Reflection**

This section will explain how you intend to continue supporting the agency and client.

- **Conclusion**—*NOT in Bold*

This section will conclude your overall thoughts on the agency and the assignment. Did you enjoy learning more about this agency? Now that you know more about this agency, do you have a desire to work there? What did you learn from this assignment?

- References *page*

Your title page and references page DO NOT count towards your final paper count of 5-7 pages.
Your paper should be clean with headers and sub-headers.

You will turn in a rough draft of your paper that is completed using Times New Roman, 12-point font in the headers and throughout the body of the paper. This paper **MUST be between 5-7 pages, not including the title page and references page.** That means that the body of the paper must be between 5-7 pages.

You must include *at least 5 peer-reviewed references that are no older than 7 years old (3-5 years old is ideal)* and you will be allowed to use your textbook and the DSM-5 as two of those five references along with the website of your program as another one of the five references. This means that you must have at least TWO peer-reviewed journal article references along with your textbook, the DSM-5, and website.

Students who fail to hand in their Agency & Client paper on time, fail to use Times New Roman, 12-point font in both the headers and throughout the body of the paper, use references older than 7 years, fail to include the headers provided below in the example, have a page limit that goes below five pages or over seven pages, or improperly cite authors using first and middle initials will automatically lose half credit on this assignment.

This portion of your paper will be due in Unit 6 and should contain your title page, the body of your paper that includes Title of Your Paper (as Introduction)—*NOT in bold*, **Agency Overview, Agency Organizational Structure, Agency Services, Agency Pros & Cons, Agency Proposal, Identified Client, Interventions Used, Self-Reflection, Conclusion**—*NOT in bold*, and a *References page*. Make sure you address each area.

- An example of how your paper should look is provided below:

Running head: PAPER TITLE GOES HERE	1
Paper Title Goes Here	
Lynne Stover	
Limestone University	

PAPER TITLE GOES HERE	2
Paper Title Goes Here Again	
This section will introduce the agency you chose to include why you chose this agency. Were you interested in looking at agencies that helped a particular population? Is this a place you work or are you there for internship? What made you choose this agency? Please provide the reason why this agency was of interest to you.	
FOR EXAMPLE: I would like to look at Palmetto Place Children & Youth Services (palmettoplace.org). I was interested in completing my internship there for a multitude of reasons. <i>This is an area where the name of the agency and the website for that agency must be used. The textbook and/ or the peer-reviewed reference (journal article) must be used in this section, as well.</i>	

Agency Overview

This section will include the Mission, Vision, and Funding Sources.

FOR EXAMPLE: According to their website (palmettoplace.org), The mission of Palmetto Place Children & Youth Services is to provide a safe and supportive environment for children and teens who have faced abuse, abandonment, neglect and/or homelessness. *This is another area where a peer-reviewed reference regarding agencies that are like yours must be used. For example, a peer-reviewed reference (journal article) would be used to discuss other emergency children's shelters or other agencies that serve a population like the one with which you are working. This is an area where the website for the agency must also be used.*

PAPER TITLE GOES HERE

3

Agency Organizational Structure

This section will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.

FOR EXAMPLE: The current Executive Director of Palmetto Place Children & Youth Services is Jill McHugh (palmettoplace.org). *This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.*

Agency Services

This section will include the services provided and how they determine effectiveness.

FOR EXAMPLE: Palmetto Place Children & Youth Services provides emergency shelter to children taken into Department of Social Services (DSS) custody (palmettoplace.org). *This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.*

PAPER TITLE GOES HERE

4

Agency Pros & Cons

This section will include the pros and cons of the agency while identifying any deficits to service and need for change.

FOR EXAMPLE: There are many pros to Palmetto Place Children & Youth Services to include emergency shelter, respite care, and services for ages 0-22 (palmettoplace.org). One of the cons, however, is that once a resident ages out and turns 23, he or she is unable to continue staying there. *This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.*

Agency Proposal

This section will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.

FOR EXAMPLE: It would be nice to see Palmetto Place Children & Youth Services create an independent living community for residents who age out of care. This could be done through submitting grant applications to local philanthropic organizations to include the Junior League of Columbia (JLC), Leadership Columbia (LC), Leadership Lexington County (LLC), and other groups. ***This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.***

Identified Client

In this section, students will provide a synopsis of the chosen client they would like to discuss. Students will also include any diagnosis the client may have.

FOR EXAMPLE: My identified client is Harper. My client’s name has been changed for this assignment to protect her privacy. She is a 14-year-old pregnant female. She was kicked out of her home when her parents learned she was pregnant. She is a victim of physical abuse at the hands of her ex-boyfriend and has a diagnosis of Post-Traumatic Stress Disorder ([PTSD], American Psychiatric Association, 2013). ***This is an area where the DSM-5 must be used to explain how your client meets criteria for the diagnosis. The textbook and/ or a peer-reviewed reference (journal article) regarding the client’s diagnosis must be used in this section, as well.***

Interventions Used

In this section, information about how you worked with your chosen client must be provided. Did you provide psychoeducation? Did you provide individual or group counseling? What other things did you do with your client to help him/ her be successful in treatment? Also, who supervised you during this experience? ***This is an area where your textbook and/ or a peer-reviewed reference (journal article) must be used regarding interventions used.***

Self-Reflection

This section will explain how you intend to continue supporting the agency and client. ***Note: You do NOT need to include a reference in this section.***

PAPER TITLE GOES HERE

5

Conclusion

This section will conclude your overall thoughts on the agency and the assignment. Did you enjoy learning more about this agency? Now that you know more about this agency, do you have a desire to intern or work there? What did you learn from this assignment?

PAPER TITLE GOES HERE

6

References

American Psychiatric Association (2013). *Diagnostic and statistical manual for mental disorders. (5th ed.)*. (DSM-5). Washington, DC: Author.

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship: Personal, professional, and civic development in experiential learning (5th ed.)* Boston,

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a minimum of one hour for each week in field practicum, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Advanced Practice Field Evaluation (200pts.)—due Unit 8**

The Advanced Practice Field Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Advanced Practice Learning Agreement. This is an evaluation completed by the Field Instructor.

➤ **Advanced Practice Field Timesheet (200pts.)—due Unit 8**

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term.

Students are required to complete 125 hours in field placement for SW 620. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)—due dates vary**

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor. In order to get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more).

Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. Students may also work ahead. ***Late posts or posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 620: Introduction

Hello. My name is Hadley Ann. I attend Limestone University College on the Columbia, SC campus. I was in the Army. I served in Afghanistan with the 203D MI BN as an Intelligence Analyst. I earned my A.A.S. in Intelligence Operations Studies from Cochise College. I work for the Department of Social Service (DSS) as a caseworker. My areas of interest are addictions and career counseling. Because of this, I am completing my field placement at the Department of Mental Health (DMH) for South Carolina. Currently, I am the President of the Student Social Work Organization (SSWO) and in the sorority Phi Mu. I intend to graduate from Limestone University in December 2021. I look forward to getting to know everyone in this class!

LIMESTONE COLLEGE POLICIES

Students are responsible for reading and abiding by Limestone College's policies concerning:

1. Attendance
2. Withdrawal
3. Academic Integrity
4. Disabilities Statement
5. Online Content Disclaimer
6. Disruptive Behavior Statement
7. Limestone College Online Writing Lab Statement
8. Limestone College Mathematics On-line Learning Experience (MOLE)

These can all be found on the Limestone Website at:

ECC: <http://www.limestone.edu/course-quality/extended-campus-classroom>

ECI: <http://www.limestone.edu/course-quality/extended-campus-internet>

STATEMENT OF NONDISCRIMINATION

Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post-Secondary Education Publication, "current student aid and other related regulations," Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities. Limestone College has made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). This statement is derived from the Limestone College Academic Catalog.

HYBRID COURSE DEFINITION

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of face-to-face instruction is reduced. A minimum of fifty-one percent of the class will occur as face-to-face instruction.

SW 620 REFERENCES

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is <http://www.limestone.edu/library>.

LIMESTONE UNIVERSITY
SOCIAL WORK PROGRAM
SW 621 Syllabus

COURSE NUMBER: SOCIAL WORK 621

CREDIT HOURS: 3

COURSE TITLE: FIELD INSTRUCTION II: ADVANCED SOCIAL WORK PRACTICE

COURSE DESCRIPTION: The second unit of field education is the second course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at attainment of advanced level competencies and practice behaviors. Students will remain in the same field placement site as in SW 620, and continue to build competency in advanced level practice behaviors. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student. Students must complete 125 hours. This course can only be taken if SW 620 Field Instruction I has been successfully completed. Credit, 3 hours.

PREREQUISITE(S):

Professor: _____

Phone: _____ **Office:** _____

Email: _____ **Office Hours:** _____

Director of Social Work Program: Jackie Puckett

REQUIRED TEXTS/ READING:

Dziegielewski, Sophia F. (2015) *DSM-5 IN ACTION* (3rd Edition) Wiley& Sons, Inc. ISBN 978-1-118-13673-7

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship: Personal, professional, and civic development in experiential learning (5th ed.)* Boston, MA: Cengage Learning, Inc.

National Association of Social Workers. (2017). *NASW Code of Ethics*.

MSW Field Manual (link for Manual) -The MSW Student Field Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and

field evaluations. It is available on Blackboard. The Agency Based Field Instructor will also assign readings relevant to the agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Additional- Agency recommendations

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual format, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through an online format. In order to fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and previously recorded lectures, videos, live discussion, individualized instruction, an interactive learning lab, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level writing skills will be penalized. Expectations are very high that the student will be motivated to read, master and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of in-class and outside-of-class projects.
- D. Testing and evaluation procedures.
- E. Audio-Visual supplemental aides.

Learning Outcomes

Course Objectives/Core Competencies	Student Learning Outcomes/ Practice Behaviors	Measured by
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication; d. Use technology ethically and appropriately to facilitate practice outcomes; e. Use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> • Discussion posts (based on reading) • Advanced Practice Learning Agreement • Adherence to NASW Code of Ethics

Competency 2: Engage Diversity Difference in Practice	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>b. Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 4: Engage in Practice –Informed Research and Research-Informed Practice	<p>a. Use practice experience and theory to inform scientific inquiry and research;</p> <p>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <p>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 5: Engage in Policy Practice	<p>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>b. Assess how social welfare and economic policies impact the delivery of and access to social services; c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Advanced Practice Learning Agreement
- Self-Reflective Log [SRL]

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Advanced Practice Learning Agreement

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

- Advanced Practice Learning Agreement
- Supervision Notes

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes;

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

- Advanced Practice Learning Agreement
- Advanced Practice Field Evaluation
- Advanced Practice Field Timesheet

Class Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion.

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at **least TWO classmates** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. **Note:** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain

absolutely from lying, cheating, and stealing. **Academic Misconduct**, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University's Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled "Plagiarism Workshop and Quiz" on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select "Plagiarism Workshop & Quiz."

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards. All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council on Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you are capable of providing competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Writing Lab: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their particular circumstances and needs. Accommodations will be considered via an

interactive process between that office, the student and review of appropriate documentation. Any pertinent documentation should be sent to The Equity and Inclusion Office, Limestone University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy Online Program: Students are expected to communicate with the professor frequently. In the Online Program, students are required to contact their instructors once a week. That mode of contact could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions of outside readings and assignments. In order to meet learning objectives for this course, you will be expected to attend all collaborate sessions/seminars. In case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). ***An absence due to work-related scheduling is not excused.***

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time. Your performance and professionalism in this course is considered to be indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards in order to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. This is why our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time. Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus.

Late assignments will be assessed a penalty for each day they are late. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all of your work. ***Work submitted late is subject to a reduction in grade if accepted at all.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted and students can preclude losing points by communicating with the professor sooner, rather than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of “W” (withdraw) which will have no impact on the student’s grade point average (GPA). After this point, through the last day of classes, a student may withdraw from a class and a grade of “WP” (withdraw passing) or “WF” (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of “F.”** Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of “WP” from the Provost. [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. All-important communications will occur in this manner. Should you send this instructor an email asking about grades assignments, or anything regarding this course, your questions must be sent using your Blackboard Messenger loaded in the course.

It is the student’s responsibility to check their Limestone University email account regularly for other important information. If you use a different email account, please direct your Limestone University email to that account. As social workers, proper email etiquette is expected. *Emails sent to faculty members, supervisors, and/ or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.*

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of “B” level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work (“A” level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below “B” is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute,

there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 621: Field Instruction II: Advanced Social Work Practice is one of the core courses for the Master of Social Work (M.S.W.) program at Limestone University. Any student who earns below a B in a class must re-take that class.

Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation. Students who receive a grade below a “B” in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “C” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

All students in the specialized advanced curriculum, must take a practice methods class while in field education. The school’s practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school’s program website.

In all practice courses and most other MSW courses, assignments draw heavily from students’ field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses. To add depth to students’ understanding of generalist practice taught, all students in the Advance Generalist Practice of Mental Health must have a range of experiences, including macro practice experiences. For instance, all students are required to construct a macro-themed project in conjunction with their course SW 610: Advanced Social Welfare Policy and Services to demonstrate progress toward their understanding of policy, program development, and other macro areas.

Students also learn how to assess the extent to which their placement agency engages in empowerment and multicultural practice and to identify areas for agency growth and development. Other foundation and advanced specialized practice methods courses similarly tie their assignments to students’ real-world work in their field agencies, as students’ field experiences are an ongoing source for written and oral assignments and discussions.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, to take notes in class when appropriate, and to participate in all class activities.

Students are expected to complete all out-of-class assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone University email account, which they check frequently.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and class lecture and discussion topics.

Assignments	Due Date	Points Allotted
Week 1—SW 621: Intro. Discussion	Week 1	50
Supervision Note 1	Week 1	50
Field Seminar 1	Week 1	100
Unit 2 Discussion	Week 2	100
Advanced Practice Learning Agreement	Week 2	200
Supervision Note 2	Week 2	50
Unit 3 Discussion	Week 3	100
Supervision Note 3	Week 3	50
Field Seminar 3	Week 3	100
Unit 4 Discussion	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	200
Supervision Note 4	Week 4	50
Field Seminar 4	Week 4	100
Unit 5 Discussion	Week 5	100
Supervision Note 5	Week 5	50
Field Seminar 5	Week 5	100
Unit 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50

Field Seminar 6	Week 6	100
Unit 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Unit 8 Discussion	Week 8	100
Unit 8—SW 621: Final Discussion	Week 8	50
Field Seminar 8	Week 8	100
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	200
Supervision Note 8	Week 8	50
Advanced Practice Field Evaluation	Week 8	250
Bio-Psycho-Social-Spiritual Assessment	Week 8	100
Advanced Practice Field Timesheet	Week 8	250

Total Points (possible) 3,000

Grading Scale

A (90%)	B (80%)	C (70%)	D (60%)	F (below 60%)
A = 2, 700-3,000	B = 2, 400-2, 699	C = 2,100-2,399	D = 1,800-2,099	F = 1,799 or below

Course Outline

Dates	Week 1
	Introduction Syllabus Review
	<ul style="list-style-type: none"> • SW 621: Field Instruction II Overview • Introduce yourself in the Discussion Board • Review Syllabus: Review Assignments/expectations/thoroughly read your Syllabus. You will find the Syllabus under the Syllabus tab • Read DSM-5 In Action Chapter 4: Applications (pp. 107-127) • Read The Successful Internship: Chapter 4 Being Informed, Staying engaged, & Becoming Professional (pp. 89-102) • Supervision Note 1 is due

	<ul style="list-style-type: none"> • Attend Field Seminar • Complete Discussion Board Question • View Week 1 Power Points
	Week 2
	<ul style="list-style-type: none"> • Read DSM-5 In Action: Chapter 4, Types of Time Limited Therapy in Mental Health Practice (pp.131-143) • Read The Successful Internship: Chapter 4 The Emerging Professional (pp. 104-116) • Submit Advanced Practice Learning Agreement • Supervision Note 2 is due • Attend Field Seminar • Complete Discussion Board Question • View Week 2 Power Points
	Week 3
	<ul style="list-style-type: none"> • Read The Successful Internship: Chapter 5 Self awareness as an Asset and an Outcome (pp. 119-126) • Read DSM 5-In Action Chapter 5 Schizophrenia Spectrum and the Other Psychotic Disorders (pp.149-157) • Supervision Note 3 is due • Attend Field Seminar • Complete Discussion Board Question • View Week 3 Power Points
	Week 4
	<ul style="list-style-type: none"> • Read DSM-5 In Action Chapter 5: Overview of Schizophrenia Spectrum and Other Psychotic Disorders (pp. 160-197) • Read The Successful Internship Chapter 5: Cultivate Cultural Competence pp.128-145) • Submit Self-Reflective Log (SRL) (Weeks 1-4) • Submit Supervision Note 4 (Weeks 1-4) • Attend Field Seminar • View Week 4 Power Points
	Week 5
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 6: The Exploration Stage: Branching Out (pp. 145-149) • Read DSM 5-In Action Chapter 6 Bipolar and Related Disorders (pp. 202-222) • Supervision Note 5 is due • Attend Field Seminar • View Week 5 Power Points
	Week 6
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 6: The Tasks at Hand (pp. 151-159)

	<ul style="list-style-type: none"> • Read DSM 5-In Action Chapter 6: Bipolar Disorders General Intervention Strategies: Models and Treatment Modalities (pp.232-239) • Supervision Note 6 is due • Attend Field Seminar • View Week 6 Power Points
	Week 7
	<ul style="list-style-type: none"> • Read The successful Internship Chapter 6: Civic Development: The Social Contract (pp. 172-182) • Read DSM 5-In Action Chapter 7: Depressive Disorders (pp. 242-247) • Supervision Note 7 is due • Attend Field Seminar • View Week 7 Power Points
	Week 8
	<ul style="list-style-type: none"> • Read DSM 5- In Action Chapter 7: The Depressive Disorders and the Diagnostic Assessment (pp. 259-273) • Complete a Bio-Psycho-Social-Spiritual Assessment (Instructions under Week 8 in Blackboard) • Submit Self-Reflective Log (SRL) (Weeks 5-8) • Submit Supervision Notes (comprehensive) • Submit Advanced Practice Field Evaluation • Submit Advanced Practice Field Timesheet • Attend Field Seminar <p>***Course Wrap-Up***</p>

Course Requirements and Assignments

Weekly Field Seminar (100 pts.)

The Director of Field Education will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions. Students will participate in a weekly one and one half hour seminar. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director.

➤ **Advanced Practice Learning Agreement (200pts.)—due Unit 2**

During the first half of placement, the Field Instructor and the student will establish a written learning agreement known as the Advanced Practice Field Education Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field Instructor which identifies the tasks and projects that can be completed by the student that will result in competency evidence for each of the advanced practice behaviors. The student's learning experiences will be reviewed and monitored by the Director of Field Education. You are required to develop an Advanced Practice Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone College Field Director will review the Advanced Practice Learning Agreement to ensure it meets the course outcomes for the program. This contract

should be reviewed and updated periodically during the practicum. The Advanced Practice Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Advanced Practice Learning Agreement and advanced practicum outcomes. The advanced practice outcomes provide clear practice and evaluation goals for field education. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)—due Unit 4 & Unit 8**

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Placement for the week. The SRL will be used to describe, student/client interactions. The log is due at mid- term (*Unit 4*) and at the end of the term (*Unit 8*) and should be inclusive of one entry at the end of each week in field placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services

SRL 1—Unit 1

On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Contract. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.

Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature)

Date: 3/5/2020

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a minimum of one hour for each week in field practicum, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Advanced Practice Field Evaluation (250pts.)—due Unit 8**

The Advanced Practice Field Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Advanced Practice Learning Agreement. This is an evaluation completed by the Field Instructor.

➤ **Advanced Practice Field Timesheet (250pts.)**—*due Unit 8*

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term. Students are required to complete 125 hours in field placement for SW 621. This means that by the end of SW 621, students should have completed a total of 250 hours at their field placement sites. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)**—*due dates vary*

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor. In order to get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more). Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. ***Late posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 621: Introduction

Hello. My name is Hadley Ann. I attend Limestone University on the Columbia, SC campus. I was in the Army. I served in Afghanistan with the 203D MI BN as an Intelligence Analyst. I earned my A.A.S. in Intelligence Operations Studies from Cochise College. I work for the Department of Social Service (DSS) as a caseworker. My areas of interest are addictions and career counseling. Because of this, I am completing my field placement at the Department of Mental Health (DMH) for South Carolina. Currently, I am the President of the Student Social Work Organization (SSWO) and in the sorority Phi Mu. I intend to graduate from Limestone University in December 2021. I look forward to getting to know everyone in this class!

Bio-Psycho-Social-Spiritual Assessment (100 pts.)

Complete a Bio-Psycho-Social-Spiritual Assessment of a client who receives services at your field agency. Your assessment will be inclusive of the following: identifying information, reason for the referral and/or presenting problem, client and family descriptions and functioning. You will include any relevant history regarding the family, the client's developmental history/milestones. You will also include the client's educational and occupational history, as well as the client's spiritual/religious development.

You will conclude by completing your overall assessment of the client and a proposed intervention plan with specific goals.

Study the Power Point Presentation that provides a guide for all areas you are required to access. The Power Point also provides a sample of how each area should be written. Depending upon your client and your agency, you may need to add to, or delete from this sample. You are required to access all areas that apply to your client.

SW 621 REFERENCES

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is <http://www.limestone.edu/library>.

LIMESTONE UNIVERSITY
SOCIAL WORK PROGRAM
SW 622 Syllabus

COURSE NUMBER: SOCIAL WORK 622

CREDIT HOURS: 3

COURSE TITLE: FIELD INSTRUCTION III: ADVANCED SOCIAL WORK PRACTICE

COURSE DESCRIPTION: The third unit of field education is the third course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Content will be directed at attainment of advanced level competencies and practice behaviors. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each student's chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education practicum model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student. Students must complete 125 hours. Prerequisite: This course can only be taken if the first units of advanced year coursework which include SW 607 and SW 611 have been completed. Students must have also completed SW 620: Field Instruction I and SW 621: Field Instruction II. Credit, 3 hours.

PREREQUISITE(S):

Professor: _____

Phone: _____ **Office:** _____

Email: _____ **Office Hours:** _____

Director of Social Work Program: Jackie Puckett

REQUIRED TEXTS/ READING:

Dziegielewski, Sophia F. (2015) DSM-5 IN ACTION (3rd Edition) Wiley& Sons, Inc. ISBN 978-1-118-13673-7

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship: Personal, professional, and civic development in experiential learning (5th ed.)* Boston, MA: Cengage Learning, Inc.

National Association of Social Workers. (2017). NASW Code of Ethics.

MSW Field Manual (link for Manual) -The MSW Student Field Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and field evaluations. It is available on Blackboard. The Agency Based Field Instructor may also assign readings relevant to the agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Additional- Agency recommendations

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual format, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through a Distributed Learning (Distance Education) online format. In order to fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and previously recorded lectures, videos, live discussion, individualized instruction, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level writing skills will be penalized. Expectations are very high that the student will be motivated to read, master and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field

practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites, and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of all class projects.
- D. Testing and evaluation procedures.
- E. Audio-Visual supplemental aides.

Learning Outcomes

Course Objectives/Core Competencies	Student Learning Outcomes/ Practice Behaviors	Measured by
Competency 1: Demonstrate Ethical and Professional Behavior	a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication; d. Use technology ethically and appropriately to facilitate practice outcomes; e. Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> • Discussion posts (based on reading) • Advanced Practice Learning Agreement • Adherence to NASW Code of Ethics
Competency 2: Engage Diversity Difference in Practice	a. Apply and communicate understanding of the importance of diversity and difference in shaping	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement

	<p>life experiences in practice at the micro, mezzo, and macro levels.</p> <p>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>b. Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 4: Engage in Practice –Informed Research and Research-Informed Practice	<p>a. Use practice experience and theory to inform scientific inquiry and research;</p> <p>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <p>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 5: Engage in Policy Practice	<p>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>b. Assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <p>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Self-Reflective Log [SRL]
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<p>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement

	<p>the analysis of assessment data from clients and constituencies;</p> <p>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</p> <p>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</p> <p>e. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Supervision Notes
<p>Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities</p>	<p>a. Select and use appropriate methods for evaluation of outcomes;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <p>d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Advanced Practice Field Evaluation • Advanced Practice Field Timesheet

Class Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as

well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at **least TWO classmates** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. **Note:** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful. The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain absolutely from lying, cheating, and stealing.

Academic Misconduct, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University’s Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled “Plagiarism Workshop and Quiz” on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select “Plagiarism Workshop & Quiz.”

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards. All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council for Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you are capable of providing competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Evening Writing Lab Statement: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their particular circumstances and needs. Accommodations will be considered via an interactive process between that office, the student and review of appropriate documentation. Any pertinent documentation should be sent to The Equity and Inclusion Office, Limestone University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy for the Online Program: Students are expected to communicate with the professor frequently. In the Online Program, students are required to contact their instructors once a week. That mode of contact is determined by the instructor. It could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions. In order to meet learning objectives for this course, you will be expected to attend all collaborative classes and seminars. In case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). ***An absence due to work-related scheduling is not excused.***

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time.

Your performance and professionalism in this course is considered to be indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards in order to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. This is why our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time. Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus. Late assignments will be assessed a penalty for each day they are late. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all of your work. ***Work submitted late is subject to a reduction in grade.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted and students can preclude losing points by communicating with the professor sooner rather than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of “W” (withdraw) which will have no impact on the student’s grade point average (GPA). After this point, though the last day of classes, a student may withdraw from a class and a grade of “WP” (withdraw passing) or “WF” (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of “F.”** Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of “WP” from the Provost. [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. All-important communications will occur in this manner. Should you send this instructor an email asking about grades, assignments, or anything pertaining to this course, your questions must be sent using your Black Board Messages loaded in the course.

If you use a different email account, please direct your Limestone University email to that account. As social workers, proper email etiquette is expected. ***Emails sent to faculty members, supervisors, and/ or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.***

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of “B” level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work (“A” level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below “B” is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute, there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 622: Field Instruction III: Advanced Social Work Practice is one of the core courses for the Master of Social Work (M.S.W.) program at Limestone University. Any student who earns below a B in a class must re-take that class. Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation.

Students who receive a grade below a “B” in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “C” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

All students in the specialized advanced curriculum, must take a practice methods class while in their field practicum. The school’s practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school’s program website.

In all practice courses and most other MSW courses, classroom assignments draw heavily from students' field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses. To add depth to students' understanding of generalist practice taught in the classroom, all students in the Advance Generalist Practice of Mental Health must have a range of experiences, including macro practice experiences. For instance, all students are required to construct a macro-themed project in conjunction with their course SW 610: Advanced Social Welfare Policy and Services to demonstrate progress toward their understanding of policy, program development, and other macro areas.

Another major assignment in this course requires students to complete an analysis of their field agency to deepen their understanding of their agency's history, structural form, service goals, intervention models, and organizational networks. Students also learn how to assess the extent to which their placement agency engages in empowerment and multicultural practice and to identify areas for agency growth and development. Other foundation and advanced specialized practice methods courses similarly tie their assignments to students' real-world work in their field agencies, as students' field experiences are an ongoing source for written and oral assignments and class discussions.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, and to participate in all course activities.

Students are expected to complete all assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone College email account, which they check frequently as the instructor will communicate via email.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and class lecture and discussion topics.

Assignments	Due Date	Points Allotted
Unit 1—SW 622: Intro. Discussion	Week 1	50
Unit 1 Discussion	Week 1	100
Supervision Note 1 is due	Week 1	50
Field Seminar	Week 1	100
Unit 2 Discussion	Week 2	100
Advanced Practice Learning Agreement	Week 2	200
Supervision Note 2	Week 2	50
Field Seminar	Week 2	100
Unit 3 Discussion	Week 3	100

Supervision Note 3 is due	Week 3	50
Field Seminar	Week 3	100
Unit 4 Discussion	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	200
Supervision Note 4 is due	Week 4	50
Agency & Client Presentation	Week 4	50
Field Seminar	Week 4	100
Unit 5 Discussion	Week 5	100
Supervision Note 5 is due	Week 5	50
Field Seminar	Week 5	100
Unit 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50
Agency & Client Paper	Week 6	150
Field Seminar	Week 6	100
Unit 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Field Seminar	Week 7	100
Unit 8 Discussion	Week 8	100
Unit 8—SW 622: Final Discussion	Week 8	50
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	200
Supervision Note 8	Week 8	50
Advanced Practice Field Evaluation	Week 8	250
Advanced Practice Field Timesheet	Week 8	250
Total Points (possible)	3,300+	

Grading Scale

A (90%)	B (80%)	C (70%)	D (60%)	F (below 60%)
A = 2,970-3,300	B = 2,640-2,969	C = 2,310-2,639	D = 1,980-2,309	F = 1,979 or below

Tentative Course Schedule

Dates	Week 1
	<ul style="list-style-type: none"> • Introduce yourself in the Discussion Board • Review Syllabus: Review Assignments/expectations/thoroughly read your syllabus. The syllabus is located under the syllabus tab • SW 622: Field Instruction III Overview • Read The Successful Internship Chapter 7 Working with Clients (pp. 185-196) • Read DSM 5-In Action Chapter 8: Obsessive-Compulsive and Related Disorders (pp. 278-283)

	<ul style="list-style-type: none"> • Supervision Note 1 due • Attend Field Seminar • View Chapter 1 Power Points
	Week 2
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 7: Personal safety and the Helping Profession (pp. 198-205) • Read DSM-5 In Action Chapter 8: Understanding Obsessive Compulsive Disorder (pp.289-306) • Submit Advanced Practice Learning Agreement • Supervision Note 2 due • Attend Field Seminar • View Chapter 2 Power Points
	Week 3
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 8: Advanced stages for Moving Ahead (pp. 207-218) • Read DSM-5 In Action Chapter 9: Trauma-and Stressor-Related Disorders (pp. 309-313) • Supervision Note 3 due • Attend Field seminar • View Chapter 3 Power Points •
	Week 4
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 8: Advanced Tools for Meeting Challenges (pp. 219-236) • Read DSM-5 Chapter 9: Beginning the Diagnostic Assessment (pp. 321-335) • Submit Supervision Notes (Weeks 1-4) • Submit Self-Reflective Log (SRL) (Weeks 1-4) • Attend Field Seminar • Agency & Client Presentation • View Chapter 4 Power Points •
	Week 5
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 9: Widening the Context (pp. 237-246) • Read DSM-5 In Action Chapter 10: Sexual Dysfunctions (pp. 338-353) • Supervision Note 5 due • Attend Field seminar • View Chapter 5 Power Points
	Week 6

	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 9: The Site’s Division of Responsibilities and Tasks (pp. 246-251) • Read DSM-5 In Action Chapter 10: Sexual Dysfunctions and the Diagnostic Assessment (pp. 353-370) • Supervision Note 6 due • Attend Field Seminar • Submit Agency & Client Paper • View Chapter 6 Power Points •
	Week 7
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 9: Communication Skills in Organizations (pp.251-256) • Read DSM-5 Chapter 11 Disruptive Impulse- Control and Conduct Disorders (pp.375-387) • Supervision Note 7 due • Attend Field seminar • View Chapter 7 Power Points •
	Week 8
	<ul style="list-style-type: none"> • Read the Successful Internship Chapter 9: External Environment (pp. 257-269) • Read DSM-5 Chapter 11 General Intervention Strategies: Models and Treatment Modalities (pp. 403-412) • View Chapter 8 Power Points • Submit Self-Reflective Log (SRL) • Submit Supervision Notes (Comprehensive) • Submit Advanced Practice Field evaluation • Submit Advanced practice Field Timesheet <p>***Course Wrap-Up***</p>

Course Requirements and Assignments

Weekly Field Seminar

The Director of Field Education will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions.

Students will participate in a weekly one and one half hour seminar. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director.

➤ Advanced Practice Learning Agreement (200pts.)—due Unit 2

During the first half of placement, the Field Instructor and the student will establish a written learning agreement known as the Advanced Practice Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field Instructor which identifies the tasks

and projects that can be completed by the student that will result in competency evidence for each of the advanced practice behaviors. The student’s learning experiences will be reviewed and monitored by the Director of Field Education.

You are required to develop an Advanced Practice Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone University Field Director will review the Advanced Practice Learning Agreement to ensure it meets the course outcomes for the program. This contract should be reviewed and updated periodically during the practicum. The Advanced Practice Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Advanced Practice Learning Agreement and advanced practicum outcomes. The advanced practice outcomes provide clear practice and evaluation goals for the field practicum. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)—due Unit 4 & Unit 8**

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Placement for the week. The SRL will be used to describe, student/client interactions. The log is due at mid- term (*Unit 4*) and at the end of the term (*Unit 8*) and should be inclusive of one entry at the end of each week in field placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services	SRL 1—Unit 1
<p>On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Agreement. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.</p>	
<p>Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature) Date: 3/5/2020</p>	

➤ **Agency & Client Presentation (50pts.)—due Unit 4**

Students will provide a 5-7 minute class presentation on their field placement agency and a client with whom they are working. **The presentation will be no less than 12 slides covering all the areas expected.** Including photos from the agency and pictures from the internet are strongly encouraged. **Students who DO NOT save their presentation to a USB Flash Drive will automatically lose ½ credit for taking up too much time to present.** Students are expected to have this presentation for the start of class and can upload their presentation after they present.

The presentation should include slides that discuss the agency, why you chose that agency for field placement, and what you learned. It should also include general information about the agency. An example is below:

Your presentation will include the following **12 slides**:

- Cover **slide** with SW 623: Field Instruction IV, Agency & Client Presentation, Name, and School
- Chosen Agency **slide** you chose to evaluate
- Agency Reasoning **slide** explaining why you chose this agency.
- Agency Overview **slide** with information about the agency.
- Agency Organizational Structure **slide** with information about the structure.
- Agency Services **slide** with information about services offered by agency.
- Agency Pros & Cons **slide** with pros and cons of the agency.
- Agency Proposal **slide** identifying areas of concern noted on the Agency Pros & Cons slide
- Identified Client **slide** with a synopsis of the chosen client and any diagnosis he/ she has
- Interventions Used **slide** with information about how you are working with chosen client
- Self-Reflection **slide** explaining how you intend to continue supporting the agency & client
- Conclusion **slide** explaining what you learned.

<p align="center"><u>SW 622: Field Instruction III</u> <u>Agency & Client Presentation</u> Lynne Stover Limestone University</p>	<p align="center"><u>Chosen Agency</u></p> <ul style="list-style-type: none"> ● <i>Palmetto Place Children & Youth Services</i>
<p align="center"><u>Agency Reasoning</u></p> <ul style="list-style-type: none"> ● I want to work with unaccompanied youth. ● Children and adolescents are near and dear to me. ● I am interested in working with the Executive Director, as she is a social worker. ● I like that they have a Campus A & Campus B. ● I am impressed with their social media presence. 	<p align="center"><u>Agency Overview</u></p> <p>This slide will include the Mission, Vision, and Funding Sources.</p> <p><u>Mission & Vision</u> The mission Palmetto Place Children & Youth Services is to provide a safe and supportive environment for children and teens who have faced abuse, abandonment, neglect and/or homelessness.</p> <p><u>Funding Sources</u></p> <ul style="list-style-type: none"> ● U.S. Department of Social Services (DSS) ● Federal Grants ● Community Partner Agencies
<p align="center"><u>Agency Organizational Structure</u></p> <p>This slide will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.</p>	<p align="center"><u>Agency Services</u></p> <p>This slide will include the services provided and how they determine effectiveness.</p>

<p><u>Palmetto Place Children & Youth Services</u></p> <ul style="list-style-type: none"> • Executive Director (Jill McHugh) <p><u>Palmetto Place Children & Youth Services</u></p> <ul style="list-style-type: none"> • Project Coordinator (Rayani Baughman) • Director of Development (Kendra Mallett-Brunson) • Resident Liaison & Independent Living Coordinator (Kristan Powell) • Community Outreach Coordinator (Courtney Tidwell) 	<p><u>Services Provided</u></p> <ul style="list-style-type: none"> • Respite • Housing • Counseling Services <p><u>Determining Effectiveness</u></p> <ul style="list-style-type: none"> • How many residents graduate high school or G.E.D. • How many residents find employment or attend college. • How many residents are able to be self-sustaining.
<p><u>Agency Pros & Cons</u></p> <p>This slide will include the pros and cons of each department while identifying any deficits to service and need for change.</p> <p><u>Pros</u></p> <ul style="list-style-type: none"> • Provides housing and respite for homeless youth • Provides housing for ages 0-22 • Serves as an emergency shelter • Provides psychoeducation on life skills • Prepares residents for work or college <p><u>Cons</u></p> <ul style="list-style-type: none"> • More housing should be available for those over 22. 	<p><u>Agency Proposal</u></p> <p>This slide will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.</p> <p><u>Identified Area of Concern</u></p> <p>I would like to see Palmetto Place Children & Youth Services eventually build an independent living community for residents who age out after 22. This could be done by submitting grant applications to various organizations in the community such as the Junior League of Columbia (JLC), Leadership Columbia (LC), Leadership Lexington County (LLC), etc.</p>
<p><u>Identified Client</u></p> <p>Harper (not client's real name) is a 14-year-old female who resides at Palmetto Place Children & Youth Services. I began working with her because she is a pregnant teen and her parents kicked her out of her house. Harper is a victim of physical abuse at the hands of her ex-boyfriend and has a diagnosis of Post-Traumatic Stress Disorder (PTSD).</p> <ul style="list-style-type: none"> ○ <i>Diagnosis:</i> Post-Traumatic Stress Disorder (PTSD) 	<p><u>Interventions Used</u></p> <p>Harper (not client's real name) and I began to work on budgeting and preparing her to pass her G.E.D. exam. I provided psychoeducation on life skills to include healthy coping mechanisms, budgeting, nutrition, finding employment, and paying bills. I have also provided her both individual and group counseling, while in my field placement, under the supervision of the Campus A counselor.</p>
<p><u>Self-Reflection</u></p> <p>On this slide, students will provide a self-reflection regarding how they believe they are doing in their internship and while working with their chosen client. They will also share how they intend to improve their services to both the agency and client.</p>	<p><u>Conclusion</u></p> <p>This section will conclude your overall thoughts on the agency and your work with the client.</p>

➤ **Agency & Client Paper (150pts.)—due Unit 6**

Students will be required to complete one 5-7 page Agency & Client paper using 4 peer-reviewed references. Students will concentrate on their field placement agency and one client in particular.

The paper should include a discussion of the agency's mission, vision, funding sources, organizational structure, and leadership, flow of authority, and any other relevant departmental characteristics, and service effectiveness. How do they determine that what they do is effective? Students are encouraged to look at both the pros and cons of their field placement agency and need for change. A proposal must accompany any identified areas of concern: The specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and finally discuss how you would propose to obtain funding. Students will then, as in their Agency & Client Presentation, identify a particular client with

whom they are working. *Note: Please do not use the client's actual name.* They will discuss the interventions used and then provide a reflection as to how they believe they have done working within the agency and with this client. Information can be gathered by conducting focus groups, interviews, and surveys as a way to collect additional data. Be prepared to present findings during the last week of classes.

The Agency & Client paper must include the following sections:

- Title *page*
- Body of paper *pages*
 - Title of your Paper (as Introduction)—*NOT in Bold*

This section will introduce the agency you chose to include why you chose it. Were you interested in looking at agencies that helped a particular population?

Is this a place you work or are you there for internship? What made you choose this agency? Please provide the reason why this agency was of interest to you.

- **Agency Overview**

This section will include the Mission, Vision, and Funding Sources.

- **Agency Organizational Structure**

This section will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.

- **Agency Services**

This section will include the services provided and how they determine effectiveness.

- **Agency Pros & Cons**

This section will include the pros and cons of each department while identifying any deficits to service and need for change.

- **Agency Proposal**

This section will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.

- **Identified Client**

In this section, students will provide a synopsis of the chosen client they would like to discuss. Students will also include any diagnosis the client may have, in this section of the paper.

- **Interventions Used**

In this section, information about how you worked with your chosen client must be provided. Did you provide psychoeducation? Did you provide individual or group counseling? What other things did you do with your client to help him/ her be successful in treatment? Also, who supervised you during this experience?

- **Self-Reflection**

This section will explain how you intend to continue supporting the agency and client.

- **Conclusion**—*NOT in Bold*

This section will conclude your overall thoughts on the agency and the assignment. Did you enjoy learning more about this agency? Now that you know more about this agency, do you have a desire to work there? What did you learn from this assignment?

- References *page*

Your title page and references page DO NOT count towards your final paper count of 5-7 pages. Your paper should be clean with headers and sub-headers. You will include the following headers and sub-headers.

You will turn in a rough draft of your paper that is completed using Times New Roman, 12-point font in the headers and throughout the body of the paper. This paper **MUST be between 5-7 pages, not including the title page and references page.** That means that the body of the paper must be between 5-7 pages.

You must include *at least 5 peer-reviewed references that are no older than 7 years old (3-5 years old is ideal)* and you will be allowed to use your textbook and the DSM-5 as two of those five references along with the website of your program as another one of the five references. This means that you must have at least TWO peer-reviewed journal article references along with your textbook, the DSM-5, and website.

Students who fail to hand in their Agency & Client paper on time, fail to use Times New Roman, 12-point font in both the headers and throughout the body of the paper, use references older than 7 years, fail to include the headers provided below in the example, have a page limit that goes below five pages or over seven pages, or improperly cite authors using first and middle initials will automatically lose half credit on this assignment.

This portion of your paper will be due in Unit 6 and should contain your title page, the body of your paper that includes Title of Your Paper (as Introduction)—*NOT in bold*, **Agency Overview, Agency Organizational Structure, Agency Services, Agency Pros & Cons, Agency Proposal, Identified Client, Interventions Used, Self-Reflection, Conclusion**—*NOT in bold*, and a *References page*. Make sure you address each area.

- An example of how your paper should look is provided below:

Running head: PAPER TITLE GOES HERE	1
Paper Title Goes Here	
Lynne Stover	
Limestone College	

PAPER TITLE GOES HERE

2

Paper Title Goes Here Again

This section will introduce the agency you chose to include why you chose it. Were you interested in looking at agencies that helped a particular population? Is this a place you work or are you there for internship? What made you choose this agency? Please provide the reason why this agency was of interest to you.

FOR EXAMPLE: I would like to look at Palmetto Place Children & Youth Services (palmettoplace.org). I was interested in completing my internship there for a multitude of reasons. *This is an area where the name of the agency and the website for that agency must be used. The textbook and/ or the peer-reviewed reference (journal article) must be used in this section, as well.*

Agency Overview

This section will include the Mission, Vision, and Funding Sources.

FOR EXAMPLE: According to their website (palmettoplace.org), The mission Palmetto Place Children & Youth Services is to provide a safe and supportive environment for children and teens who have faced abuse, abandonment, neglect and/or homelessness. *This is another area where a peer-reviewed reference regarding agencies that are like yours must be used. For example, a peer-reviewed reference (journal article) would be used to discuss other emergency children’s shelters or other agencies that serve a population like the one with which you are working. This is an area where the website for the agency must also be used.*

PAPER TITLE GOES HERE

3

Agency Organizational Structure

This section will include organizational structure, leadership, flow of authority, other departmental characteristics, and anything else that is relevant.

FOR EXAMPLE: The current Executive Director of Palmetto Place Children & Youth Services is Jill McHugh (palmettoplace.org). *This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.*

Agency Services

This section will include the services provided and how they determine effectiveness.

FOR EXAMPLE: Palmetto Place Children & Youth Services provides emergency shelter to children taken into Department of Social Services (DSS) custody (palmettoplace.org). *This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.*

PAPER TITLE GOES HERE

Agency Pros & Cons

This section will include the pros and cons of the agency while identifying any deficits to service and need for change.

FOR EXAMPLE: There are many pros to Palmetto Place Children & Youth Services to include emergency shelter, respite care, and services for ages 0-22 (palmettoplace.org). One of the cons, however, is that once a resident ages out and turns 23, he or she is unable to continue staying there. ***This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.***

Agency Proposal

This section will include the identified areas of concern noted under Agency Pros & Cons to include the specific problem, sample budget for change (if necessary), time constraints, needed resources, contact people, and how you would propose to obtain funding.

FOR EXAMPLE: It would be nice to see Palmetto Place Children & Youth Services create an independent living community for residents who age out of care. This could be done through submitting grant applications to local philanthropic organizations to include the Junior League of Columbia (JLC), Leadership Columbia (LC), Leadership Lexington County (LLC), and other groups. ***This is an area where the website for that agency must be used. The textbook and/ or a peer-reviewed reference (journal article) must be used in this section, as well.***

Identified Client

In this section, students will provide a synopsis of the chosen client they would like to discuss. Students will also include any diagnosis the client may have.

FOR EXAMPLE: My identified client is Harper. My client's name has been changed for this assignment to protect her privacy. She is a 14-year-old pregnant female. She was kicked out of her home when her parents learned she was pregnant. She is a victim of physical abuse at the hands of her ex-boyfriend and has a diagnosis of Post-Traumatic Stress Disorder ([PTSD], American Psychiatric Association, 2013). ***This is an area where the DSM-5 must be used to explain how your client meets criteria for the diagnosis. The textbook and/ or a peer-reviewed reference (journal article) regarding the client's diagnosis must be used in this section, as well.***

Interventions Used

In this section, information about how you worked with your chosen client must be provided. Did you provide psychoeducation? Did you provide individual or group counseling? What other things did you do with your client to help him/ her be successful in treatment? Also, who supervised you during this experience? ***This is an area where your textbook and/ or a peer-reviewed reference (journal article) must be used regarding interventions used.***

Self-Reflection

This section will explain how you intend to continue supporting the agency and client. ***Note: You do NOT need to include a reference in this section.***

PAPER TITLE GOES HERE

Conclusion

This section will conclude your overall thoughts on the agency and the assignment. Did you enjoy learning more about this agency? Now that you know more about this agency, do you have a desire to intern or work there? What did you learn from this assignment?

PAPER TITLE GOES HERE

References

American Psychiatric Association (2013). *Diagnostic and statistical manual for mental disorders*. (5th ed.). (DSM-5). Washington, DC: Author.

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship: Personal, professional, and civic development in experiential learning* (5th ed.) Boston, MA: Cengage Learning, Inc.

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a minimum of one hour for each week in field practicum, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Advanced Practice Field Evaluation (250pts.)—due Unit 8**

The Advanced Practice Field Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Advanced Practice Learning Agreement. This is an evaluation completed by the Field Instructor.

➤ **Advanced Practice Field Timesheet (250pts.)—due Unit 8**

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term. Students are required to complete 125 hours in field placement for SW 622. This means that by the end of SW 622, students should have completed a total of 375 hours at their field placement sites. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)—due dates vary**

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of

the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor. In order to get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more). Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. ***Late posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 622: Introduction

Hello. My name is Hadley Ann. I attend Limestone University on the Columbia, SC campus. I was in the Army. I served in Afghanistan with the 203D MI BN as an Intelligence Analyst. I earned my A.A.S. in Intelligence Operations Studies from Cochise College. I work for the Department of Social Service (DSS) as a caseworker. My areas of interest are addictions and career counseling. Because of this, I am completing my field placement at the Department of Mental Health (DMH) for South Carolina. Currently, I am the President of the Student Social Work Organization (SSWO) and in the sorority Phi Mu. I intend to graduate from Limestone College in December 2021. I look forward to getting to know everyone in this class!

LIMESTONE University POLICIES

Students are responsible for reading and abiding by Limestone College's policies concerning:

1. Attendance
2. Withdrawal
3. Academic Integrity
4. Disabilities Statement
5. Online Content Disclaimer
6. Disruptive Behavior Statement
7. Limestone College Online Writing Lab Statement
8. Limestone College Mathematics On-line Learning Experience (MOLE)

These can all be found on the Limestone Website at:

ECC: <http://www.limestone.edu/course-quality/extended-campus-classroom>

ECI: <http://www.limestone.edu/course-quality/extended-campus-internet>

STATEMENT OF NONDISCRIMINATION

Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post-Secondary Education Publication, “current student aid and other related regulations,” Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities. Limestone College has made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). This statement is derived from the Limestone College Academic Catalog.

HYBRID COURSE DEFINITION

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of face-to-face instruction is reduced. A minimum of fifty-one percent of the class will occur as face-to-face instruction.

SW 622 REFERENCES

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is <http://www.limestone.edu/library>.

LIMESTONE UNIVERSITY
SOCIAL WORK PROGRAM
SW 623 Syllabus

COURSE NUMBER: SOCIAL WORK 623

CREDIT HOURS: 3

COURSE TITLE: FIELD INSTRUCTION IV: ADVANCED SOCIAL WORK PRACTICE

COURSE DESCRIPTION: The fourth unit of field education is the fourth three-hour course of the advanced practice field placement for students in an advanced level of MSW education specializing in Children, Youth and their Families, Health and Mental Health, or Community, Social and Economic Development. Students will remain in the same field placement site as in SW 622, and continue to build competency in advanced level practice behaviors defined in Appendix A. Particular attention will be focused on dealing with complex case situations, appropriate selection of interventions depending on client context (individual, group, family, organization, community), and skilled use of self and other resources as it pertains to each students chosen specialization within the advanced practice concentration. Day to day instruction during this course is provided by an organization-based field instructor with coordination through the field education model led by the Director of Field Education. Therefore, the specific learning experiences and meeting dates scheduled for students will be tailored somewhat to the resources of the organization as well as the needs of the student. Students must complete 125 hours. Prerequisite: This course can only be taken if SW 620 Field Instruction I, SW 621 Field Instruction II, and SW 622 Field Instruction III have been successfully completed. Credit, 3 hours.

PREREQUISITE(S):

Professor: _____

Phone: _____

Office: _____

Email: _____

Office Hours: _____

Director of Social Work Program: _____

REQUIRED TEXTS/ READING:

Dziegielewski, Sophia F. (2015) *DSM-5 IN ACTION* (3rd Edition) Wiley& Sons, Inc. ISBN 978-1-118-13673-7

Sweitzer, H.F., & King, M. (2019). *The successful internship: The successful internship:*

Personal, professional, and civic development in experiential learning (5th ed.) Boston, MA: Cengage Learning, Inc.

National Association of Social Workers. (2017). NASW Code of Ethics.

MSW Field Manual (link for Manual) -The MSW Student Field Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and field evaluations. It is available on Blackboard. The Agency Based Field Instructor will also assign readings relevant to the agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Additional- Agency recommendations

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual LMS, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through an online format. In order to fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and previously recorded lectures, videos, live discussion, individualized instruction, an interactive learning lab, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level writing skills will be penalized. Expectations are very high that the student will be motivated to read, master and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites, and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of class projects.
- E. Audio-Visual supplemental aides.

Learning Outcomes

Course Objectives/Core Competencies	Student Learning Outcomes/ Practice Behaviors	Measured by
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>d. Use technology ethically and appropriately to facilitate practice outcomes;</p> <p>e. Use supervision and consultation to guide professional judgment and behavior.</p>	<ul style="list-style-type: none"> • Discussion posts (based on reading) • Advanced Practice Learning Agreement

<p>Competency 2: Engage Diversity Difference in Practice</p>	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. b. Present themselves as learners and engage clients and constituencies as experts of their own experiences. c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; b. Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement
<p>Competency 4: Engage in Practice –Informed Research and Research-Informed Practice</p>	<p>a. Use practice experience and theory to inform scientific inquiry and research; b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Agency & Client Paper
<p>Competency 5: Engage in Policy Practice</p>	<p>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; b. Assess how social welfare and economic policies impact the delivery of and access to social services; c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Agency & Client Presentation
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Self-Reflective Log [SRL]
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement

	<p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</p> <p>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</p> <p>e. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Supervision Notes
Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities	<p>a. Select and use appropriate methods for evaluation of outcomes;</p> <p>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <p>d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> • Advanced Practice Learning Agreement • Advanced Practice Field Evaluation • Advanced Practice Field Timesheet

Class Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion.

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at ***least TWO classmates*** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. **Note:** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain absolutely from lying, cheating, and stealing.

Academic Misconduct, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University’s Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled “Plagiarism Workshop and Quiz” on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select “Plagiarism Workshop & Quiz.”

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards.

All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided

you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council for Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you are capable of providing competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Writing Lab: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their particular circumstances and needs. Accommodations will be considered via an interactive process between that office, the student and review of appropriate documentation. Any pertinent documentation should be sent to The Equity and Inclusion Office, Limestone University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy for the Online Program: **Students are expected to communicate with the professor frequently.** In the Online Program, students are required to contact their instructors once a week. That mode of contact is determined by the instructor. It could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions of outside readings and assignments. In order to meet learning objectives for this course, you will be expected to arrive on time, and attend all collaborative and seminar classes. In

case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). ***An absence due to work-related scheduling is not excused.***

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time. Your performance and professionalism in this course is considered to be indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards in order to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. This is why our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time. Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus.

Late assignments will be assessed a penalty for each day they are late. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all of your work. ***Work submitted late is subject to a reduction in grade.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted and students can preclude losing points by communicating with the professor sooner rather than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of "W" (withdraw) which will have no impact on the student's grade point average (GPA). After this point, through the last day of classes, a student may withdraw from a class and a grade of "WP" (withdraw passing) or "WF" (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of "F."** Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of "WP" from the Provost. [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. All-important communications will occur in this manner. Should you send this instructor an email asking about grades, assignments, or anything regarding this course, your questions must be sent using Blackboard Messenger in the course.

Answers will not be sent to emails outside of the Limestone College email system. It is the student's responsibility to check this account regularly.

If you use a different email account, please direct your Limestone College email to that account. As social workers, proper email etiquette is expected. *Emails sent to faculty members, supervisors, and/ or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.*

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of "B" level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work ("A" level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below "B" is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute, there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 623: Field Instruction IV: Advanced Social Work Practice is one of the specialization courses in Mental Health for the Master of Social Work (M.S.W.) program at Limestone University.

Any student who earns below a B in a class must re-take that class. Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation. Students who receive a grade below a "B" in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course

prerequisite, he or she may be dropped from the program. A “C” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

All students in the specialized advanced curriculum, must take a practice methods class while in their field practicum. The school’s practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school’s program website.

In all practice courses and most other MSW courses, assignments draw heavily from students’ field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses.

To add depth to students’ understanding of generalist practice taught in the classroom, all students in the Advance Generalist Practice of Mental Health must have a range of experiences, including macro practice experiences. For instance, all students are required to construct a macro-themed project in conjunction with their course SW 610: Advanced Social Welfare Policy and Services to demonstrate progress toward their understanding of policy, program development, and other macro areas.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, and to participate in all class activities.

Students are expected to complete all assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone University email account, which they check frequently as the instructor will communicate via email.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and discussion topics

Assignments	Due Date	Points Allotted
Unit 1—SW 623: Intro. Discussion	Week 1	50
Unit 1 Discussion	Week 1	100
Supervision Note 1 is due	Week 1	50
Field Seminar	Week 1	100
Unit 2 Discussion	Week 2	100
Advanced Practice Learning Agreement	Week 2	200
Supervision Note 2 is due	Week 2	50
Field Seminar	Week 2	100

Unit 3 Discussion	Week 3	100
Supervision Note 3	Week 3	50
Field Seminar	Week 4	100
Unit 4 Discussion	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	200
Supervision Note 4	Week 4	50
Field Seminar	Week 4	100
Unit 5 Discussion	Week 5	100
Supervision Note 5	Week 5	50
Field Seminar	Week 5	100
Unit 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50
Field Seminar	Week 6	100
Unit 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Field Seminar	Week 7	100
Unit 8 Discussion	Week 8	100
Unit 8—SW 623: Final Discussion	Week 8	50
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	200
Supervision Note 8	Week 8	50
Advanced Practice Field Evaluation	Week 8	250
Advanced Practice Field Timesheet	Week 8	250
Field Seminar	Week 8	100
Total Points (possible)	3,200	

Grading Scale

A	B	C	D	F
(90%)	(80%)	(70%)	(60%)	(below 60%)
A = 2,880-3,200	B = 2,560-2,879	C = 2,240-2,559	D = 1,980-2,239	F = 1,979 or below

Tentative Course Schedule

Dates	Week 1
	<ul style="list-style-type: none"> • Introduction • Review Syllabus • SW 623: Field Instruction III Overview

	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 10: The Competence Stage: Soaring Upward (pp.271-282) • Read DSM-5 In Action Chapter 12: Substance-Related and Addictive Disorders (pp. 417-445) • Supervision Note 1 • Field Seminar
	Week 2
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 10: Reclaiming a Balanced Life (pp.283-294) • Read DSM-5 In Action Chapter 12: Brief Interventions in Primary Care Settings (pp. 453-463) • Advanced Practice Learning Agreement • Supervision Note 2 • Field Seminar • Discussion Board
	Week 3
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 11: Ethical and Legal Matters: Being Informed and Making Reasoned Decisions (pp. 299-323) • Read DSM-5 In Action Chapter 13: Personality Disorders (pp.467-475) • Agency & Client Presentation • Self-Reflective Log (SRL) • Supervision Note 3 • Field Seminar
	Week 4
	<ul style="list-style-type: none"> • Read the Successful Internship Chapter 11: Grappling with Dilemmas (pp. 324-333) • Read DSM-5 In Action Chapter 13: Personality Disorders (pp.475-500) • Self Reflective Log (SRL) • Supervision Note 4 • Discussion Board • View Chapter 4 Power Points • Field Seminar
	Week 5
	<ul style="list-style-type: none"> • Read The successful Internship Chapter 12: Making Sense of Endings (pp. 336-342) • Read DSM-5 In Action Chapter 13: Alternative DSM-5 Model for Personality Disorders • Supervision Note 5 • Discussion Board • View Chapter 5 Power Points • Field Seminar
	Week 6
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 12: Closure with Supervisors (pp. 343-348) • Supervision Note 6

	<ul style="list-style-type: none"> • Field Seminar • Discussion Board • View chapter 6 Power Points
	Week 7
	<ul style="list-style-type: none"> • Read The Successful Internship Chapter 12: Closure with the Internship Site • Supervision Note 7 Due • Field Seminar • Discussion Board • View Chapter 7 Power Points
	Week 8
	<ul style="list-style-type: none"> • Self-Reflective Log (SRL) • Supervision Notes (comprehensive) • View Chapter 8 Power Points • Advanced Practice Field Evaluation • Advanced Practice Field Timesheet • Field Seminar <p style="text-align: center;">***Course Wrap-Up***</p>

Course Requirements and Assignments

Weekly Field Seminar

The Director of Field Education will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions.

Students will participate in a weekly one and one half hour seminar conducted by the Field Director. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director.

➤ **Advanced Practice Learning Agreement (200pts.)—due Unit 2**

During the first half of placement, the Field Instructor and the student will establish a written learning agreement known as the Advanced Practice Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field Instructor which identifies the tasks and projects that can be completed by the student that will result in competency evidence for each of the advanced practice behaviors. The student’s learning experiences will be reviewed and monitored by the Director of Field Education.

You are required to develop an Advanced Practice Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone College Field Director will review the Advanced Practice Learning Agreement to ensure it meets the course outcomes for the program. This contract should be reviewed and updated periodically during the practicum. The Advanced Practice Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Advanced Practice Learning Agreement and advanced practicum outcomes. The advanced practice outcomes provide clear practice and evaluation goals for the field practicum. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)—due Unit 4 & Unit 8**

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Placement for the week. The SRL will be used to describe, student/client interactions. The log is due at mid- term (*Unit 4*) and at the end of the term (*Unit 8*) and should be inclusive of one entry at the end of each week in field placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services	SRL 1—Unit 1
<p>On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Contract. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.</p>	
<p>Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature) Date: 3/5/2020</p>	

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a minimum of one hour for each week in field practicum, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Advanced Practice Field Evaluation (250pts.)—due Unit 8**

The Advanced Practice Field Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Advanced Practice Learning Contract. This is an evaluation completed by the Field Instructor.

➤ **Advanced Practice Field Timesheet (250pts.)—due Unit 8**

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term. Students are required to complete 125 hours in field placement for SW 623. This means that by the end of SW 623, students should have completed a total of 500 hours at their field placement sites. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)—due dates vary**

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor.

In order to get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more). Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. Students may also work ahead. ***Late posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 623: Introduction

Hello. My name is Hadley Ann. I attend Limestone University on the Columbia, SC campus. I was in the Army. I served in Afghanistan with the 203D MI BN as an Intelligence Analyst. I earned my A.A.S. in Intelligence Operations Studies from Cochise College. I work for the Department of Social Service (DSS) as a caseworker. My areas of interest are addictions and career counseling. Because of this, I am completing my field placement at the Department of Mental Health (DMH) for South Carolina. Currently, I am the President of the Student Social Work Organization (SSWO) and in the sorority Phi Mu. I intend to graduate from Limestone College in December 2021. I look forward to getting to know everyone in this class!

LIMESTONE COLLEGE POLICIES

Students are responsible for reading and abiding by Limestone College’s policies concerning:

1. Attendance
2. Withdrawal
3. Academic Integrity
4. Disabilities Statement

5. Online Content Disclaimer
6. Disruptive Behavior Statement
7. Limestone College Online Writing Lab Statement
8. Limestone College Mathematics On-line Learning Experience (MOLE)

These can all be found on the Limestone Website at:

ECC: <http://www.limestone.edu/course-quality/extended-campus-classroom>

ECI: <http://www.limestone.edu/course-quality/extended-campus-internet>

STATEMENT OF NONDISCRIMINATION

Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post-Secondary Education Publication, “current student aid and other related regulations,” Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities. Limestone College has made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). This statement is derived from the Limestone College Academic Catalog.

HYBRID COURSE DEFINITION

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of face-to-face instruction is reduced. A minimum of fifty-one percent of the class will occur as face-to-face instruction.

SW 623 REFERENCES

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is <http://www.limestone.edu/library>.

Limestone University



Field Education Forms

MSW Advanced Practice Field Education Learning Agreement Instructions

The Learning Agreement is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during supervision with the Agency supervisor; and during discussions in the Field Seminar with your Field Director/Field Coordinator.

Listed below are the nine (9) Core Competencies and associated practice behaviors that must be incorporated into the Learning Agreement. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their agency supervisor, **choose or create two tasks/strategies/activities** which identifies your assignments and activities in your agency for each of the competencies as based on practice behaviors. Included in this document are examples of Learning Activities with associated evaluation methods for each competency. Students, in collaboration with their agency supervisor, may choose from this list and may create appropriate learning activities. The activities must be measurable.

Competency 1 – Demonstrate Ethical and Professional Behavior to Guide Professional Practice

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Learning Objective: The student will identify, in practice situations, major values that both support and challenge his/her personal and professional practice of social work. The student will demonstrate compliance with the NASW Code of Ethics.

Practice Behaviors

- 1.** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate.
- 2.** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 3.** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 4.** Use technology ethically and appropriately to facilitate practice outcomes.
- 5.** Use supervision and consultation to guide professional judgment and behavior.
- 6.** Recognize and manage personal values in a way that allows professional values to guide practice.
- 7.** Apply strategies of ethical reasoning to arrive at principled decisions

Learning Activities:

1. Student will identify personal values and perceptions that influence social work practice during field supervision. (Target Date)
2. Student will identify self as a social worker, review informed consent, confidentiality, and answer client's questions honestly. (Target Date)
3. Student will create 2 ethical dilemmas when working with agency clients and determine how to address the dilemmas and tolerate the ambiguity. (Target Date)
4. Student will create a fact sheet which compares the NASW Code of Ethics with the agency code of conduct. (Target Date)

Evaluation Methods: Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will debrief with field instructor on values and perceptions that conflict/support work with clients.
2. Student will demonstrate understanding of ethical codes by reviewing the fact sheet with field instructor.
3. Student will discuss ethical dilemmas with field instructor and identify strategies for addressing said dilemmas.

Evaluator: _____

Competency 2 – Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Learning Objective: The student will practice without discrimination and with respect, knowledge, and skills related to clients: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Practice Behaviors:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

Evaluation Methods: Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Learning Activities:

1. Student will attend a community event or training related to agency population or local minority community to learn about a different culture and how the culture's structures and values may oppress or enhance privilege/power. (Target Date)
2. Student will identify an agency population and discuss how best practice interventions are culturally responsive to population served. (Target Date)
3. Student will engage with client or agency personnel, and as they inform, learn about their culture or difference. (Target Date)

Evaluation Methods:

1. Student will submit a training certificate or documentation of attendance to field instructors.
2. Student will complete a one-page fact sheet outlining the chosen intervention and the specific applications for the assigned client.
3. Student will review with supervisor, the information gained about the culture of the client or agency personnel.

Evaluator: _____

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.

Learning Objective: The student will understand the forms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, especially as it relates to populations at risk.

Practice Behaviors:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.
3. Understand the forms and mechanisms of oppression and discrimination

Learning Activities:

1. Student will identify two (2) human rights and social and economic justice issues experienced by clients and develop an advocacy intervention strategy. (Target Date)
2. Student will Identify the practices implemented by the agency (through observation or interview with agency staff) to remove barriers and consistently provide quality services across all cultures and the lifespan of clients served by the agency. (Target Date)
3. Student will conduct an analysis of clients served by the agency to learn about their human condition and contrast the student's lifestyle to that of the clients served. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will share information gained with field instructor and discuss an intervention strategy during supervision.
2. Student will journal observations and discuss findings during supervision
3. Student will discuss findings of observations or interviews during supervision

Evaluator: _____

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Learning Objective: The student will demonstrate an ability to use current social work research to inform his/her practice. Student will demonstrate the ability to evaluate research studies and apply relevant research findings to practice according to theoretical, methodological and ethical considerations.

Practice Behaviors:

1. Use practice experience and theory to inform scientific inquiry and research
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Learning Activities:

1. Student will interview agency staff to learn about their use of evidence-based practice models in their work with clients. (Target Date)
2. Student will complete a research project related to the population served by the agency. (Target Date)
3. Student will conduct a Literature Review to identify evidence-based practice models relevant to the field agency program. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will present findings to the field instructor and/or relevant staff
2. Student will share the outcome of research project with field instructor
3. Student will discuss findings with field supervisor.

Evaluator: _____

Competency 5 – Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation. Social workers actively engage in policy development.

Learning Objective: The student will demonstrate ability to conduct an analysis of current social policies (at either agency, state, or federal level) and its impact on client systems, agency personnel, and the community.

Practice Behaviors:

1. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
4. Collaborate with colleagues and clients for effective policy action.

Learning Activities:

1. Student will attend Social work Day at the Legislature to engage in social and economic justice efforts and/or write a letter to their state legislator advocating for needed client services. (Target Date)
2. Student will identify a local, state or federal policy issue that affects the agency's population and conduct an analysis of its impact. (Target Date)
3. Student will attend a city council or other government meeting to learn about community concerns or city initiatives that may affect client access to services. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will share handouts and /or literature from social Work day at the legislature and/or discuss letter and response with field instructor.
2. Student will identify the policy and discuss the analysis and impact with field instructor.
3. Student will complete a one-page summary of meeting activities and review with field instructor

Evaluator: _____

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

Learning Objective: The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skill in collecting data through the interview process. The student will demonstrate effective and appropriate recording skills and adhere to professional standards of confidentiality.

Practice Behaviors:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
3. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.

Learning Activities:

1. Student will tape an audio or video of a client interview in the first term, to demonstrate beginning interviewing skills such as empathy, reflective listening, and other interpersonal skills. (Target Date)
2. Student will attend agency orientation on documentation, confidentiality, HIPPA, and mandated reporting. (Target Date)
3. Student will observe a staff member conduct client intake session and then complete 3-5 client intakes in which mutually agreed on focus and desired outcomes were developed. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student and field instructor will view the video (or listen to audio) together and discuss observations and benefits of debriefing a session and focus on use of empathy and other interpersonal skills.
2. Student will discuss their learning with field instructor and provide accurate and timely documentation.
3. Student will debrief with field instructor regarding skill acquisition

Evaluator: _____

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

Learning Objective: The student will formulate written assessments and psychosocial histories based on appropriate socioeconomic and ethnic/cultural factors, including the identification of client strengths.

Practice Behaviors:

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning Activities:

1. Student will collect, organize, and interpret client data to complete a minimum of 2 agency assessments, identifying client strengths and limitations. (Target Date)

2. Student will review and compare two psychosocial assessment Instruments and write a one-page paper on their findings. (Target Date)
3. Student will develop mutually agreed-on goals and objectives and appropriate intervention strategies with the clients. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will review all agency assessments with field instructor
2. Student will submit the one-page paper to field instructor for review.
3. Student will discuss with field instructor appropriate intervention strategies for clients whose goals and objectives have been mutually agreed-on.

Evaluator: _____

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals.

Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

Learning Objective: In collaboration with the client, the student will develop a culturally respectful intervention plan an ecological systems framework. The student will implement theoretical approaches based on culturally respectful interventions that are predicated on empirically sound practice knowledge. The student will also demonstrate an understanding of the limitations of current practice knowledge. The student will demonstrate knowledge of factors involved in termination and will appropriately terminate cases.

Practice Behaviors:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaborations appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Learning Activities:

1. Student will discuss and identify intervention skills and procedures used by agency staff including negotiation, mediation, and advocacy for clients. (Target Date)
2. Student will meet with designated clients to implement intervention plans that support client goal attainment and resolve problems. (Target Date)
3. Student will identify potential client/intern reactions to the termination or

transition of cases and utilize this knowledge to successfully facilitate the ending. (Target Date)

Evaluative Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will review criteria for selecting intervention strategies and have all intervention plans reviewed by field instructor
2. Student will utilize supervision to discuss interventions with clients in order to attain goals and resolve problems and will have all revisions reviewed with field instructor.
3. Student will discuss in supervision client and intern reactions to termination and transitions and factors involved.

Learning Activities:

1. Student will report on client progress in supervision
2. Student will discuss interventions and demonstrate the ability to implement measures to evaluate the effectiveness of interventions.

Evaluator: _____

Competency 9 – Evaluate

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness

Learning Objective: The student will regularly evaluate the effectiveness of interventions of client systems and modify as indicated.

Practice Behavior:

1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Activities:

1. Student will facilitate the mutual evaluation of client progress towards meeting the intervention goals. (Target Date)
2. Student will critique their interventions and seek feedback from supervisor. (Target Date)

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

1. Student will report on client progress in supervision
2. Student will discuss interventions and demonstrate the ability to implement measures to evaluate the effectiveness of interventions.

Evaluator: _____



MSW Advanced Practice Field Education Learning Agreement Template

The Learning Agreement is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during supervision with the Agency supervisor; and during discussions in the Field Seminar with your Field Director/Field Coordinator.

Listed below are the nine (9) Core Competencies and associated practice behaviors that must be incorporated into the Learning Agreement. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their agency supervisor, **choose or create two tasks/strategies/activities** which identifies your assignments and activities in your agency for each of the competencies as based on practice behaviors. Included in this document are examples of Learning Activities with associated evaluation methods for each competency. Students, in collaboration with their agency supervisor, may choose from this list and may create appropriate learning activities. The activities must be measurable.

Name: _____ Course: _____

Term: _____ Field Instructor: _____

Competency 1 – Demonstrate Ethical and Professional Behavior to Guide Professional Practice

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Learning Objective: The student will identify, in practice situations, major values that both support and challenge his/her personal and professional practice of social work. The student will demonstrate compliance with the NASW Code of Ethics.

Practice Behaviors

- 8.** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate.
- 9.** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 10.** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 11.** Use technology ethically and appropriately to facilitate practice outcomes.
- 12.** Use supervision and consultation to guide professional judgment and behavior.
- 13.** Recognize and manage personal values in a way that allows professional values to guide practice.
- 14.** Apply strategies of ethical reasoning to arrive at principled decisions

Learning Activities:

- 1. _____
- 2. _____

Evaluation Methods: Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 2 – Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social workers understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Learning Objective: The student will practice without discrimination and with respect, knowledge, and skills related to clients: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Practice Behaviors:

5. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
7. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

Learning Activities:

1. _____

2. _____

Evaluation Methods: Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of justice and strategies to promote social justice and human rights.

Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.

Learning Objective: The student will understand the forms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, especially as it relates to populations at risk.

Practice Behaviors:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.
3. Understand the forms and mechanisms of oppression and discrimination

Learning Activities:

1. _____
2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Learning Objective: The student will demonstrate an ability to use current social work research to inform his/her practice. Student will demonstrate the ability to evaluate research studies and apply relevant research findings to practice according to theoretical, methodological and ethical considerations.

Learning Activities:

1. _____

2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 5 – Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation. Social workers actively engage in policy development.

Learning Objective: The student will demonstrate ability to conduct an analysis of current social policies (at either agency, state, or federal level) and its impact on client systems, agency personnel, and the community.

Practice Behaviors:

1. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
4. Collaborate with colleagues and clients for effective policy action.

Learning Activities:

1. _____
2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

Learning Objective: The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skill in collecting data through the interview process. The student will demonstrate effective and appropriate recording skills and adhere to professional standards of confidentiality.

Practice Behaviors:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

3. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.

Learning Activities:

1. _____

2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice

context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

Learning Objective: The student will formulate written assessments and psychosocial histories based on appropriate socioeconomic and ethnic/cultural factors, including the identification of client strengths.

Practice Behaviors:

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning Activities:

1. _____
2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

Learning Objective: In collaboration with the client, the student will develop a culturally respectful intervention plan an ecological systems framework. The student will implement theoretical approaches based on culturally respectful interventions that are predicated on empirically sound practice knowledge. The student will also demonstrate an understanding of the limitations of current practice knowledge. The student will demonstrate knowledge of factors involved in termination and will appropriately terminate cases.

Practice Behaviors:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaborations appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Learning Activities:

1. _____
2. _____

Evaluative Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Competency 9 – Evaluate

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness

Learning Objective: The student will regularly evaluate the effectiveness of interventions of client systems and modify as indicated.

Practice Behavior:

1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Activities:

1. _____
2. _____

Evaluation Methods:

Describe the task/activity completed to meet the goal. Describe and link the skills you acquired in your classroom experience that contributed to your successful completion of the task/activity.

Evaluator: _____

Limestone University



PROGRAM -- AGENCY AFFILIATION AGREEMENT

Limestone University (hereafter known as “The University”) and the Agency agree that:

- 1.** The Agency will accept ____ student(s) as social work interns during an indicated academic semester.
- 2.** Neither party shall discriminate against any student participating in the practicum experience because of race, religion, color, gender, sexual orientation, national origin, disability, age, or veteran status.
- 3.** The University shall withdraw from the practicum experience any student found to be unacceptable by reasonable cause on the recommendation of the AGENCY, the Program Director, or the Field Education Director. Prior to withdrawal of a student from the practicum, a discussion of the pertinent facts will be conducted with all concerned parties.
- 4.** Social work students participating in the practicum experience are not employees of the AGENCY and shall not be entitled to compensation or benefits as such. Students may be eligible for grants and/or stipends, which will be monitored by The University.
- 5.** The University shall require students assigned to the AGENCY to be covered by professional liability insurance. The AGENCY may require participating social work students to provide verification of their coverage.
- 6.** The AGENCY shall provide participating social work students the physical facilities, supplies and equipment that the parties mutually agree to as necessary for the appropriate execution of the practicum experience.
- 7.** The AGENCY agrees to complete all forms requested by The University including any reports necessary to evaluate and monitor the student’s practicum experience.
- 8.** The term of this Agreement shall be for one academic year. This Agreement shall automatically renew for additional one year terms if neither Party delivers to the other Party a written notice of cancellation. Either institution may discontinue agreement upon thirty (30) days advance written notice.

Name of Agency

Agency Address

Agency Phone #

PRINT NAME

SIGNATURE

DATE

Student
Agency SW
Supervisor
Agency Director

Field Education
Director

Appendix G LIMESTONE UNIVERSITY
SOCIAL WORK PROGRAM
SW 589 A Syllabus

COURSE NUMBER: SOCIAL WORK 589 A

CREDIT HOURS: 3

COURSE TITLE: Applied Learning in Field Education I

COURSE DESCRIPTION: This Social Work Field Education Course (SW 589 A) is the first of two-Traditional MSW Field Education courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students will participate in a weekly one- and one-half hour Field Education Seminar. The seminar introduces the United Nations Declaration of Human Rights, the World Health Organization’s Definition of Health and the International Federation of Social Workers’ Policy Statement on Health into discussions of how resource equity, social justice and universal health and healthcare across the lifespan effects work with client systems. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual Field Education Instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies/organizations. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people’s membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person’s individuality.

PREREQUISITE(S):

Professor: _____

Phone: _____

Office: _____

Email: _____

Office Hours: _____

Director of Social Work Program: _____

REQUIRED TEXTS/ READING:

- **Applied Learning in Field Education I Syllabus**
- United Nations Declaration of Human Rights
- World Health Organization's Definition of Health
- International Federation of Social workers' (IFSW) Policy statement on Health
- IFSW's Ethics in Social Work, Statement of Principles Additional
- Limestone University MSW Field Education Manual for Forms and for Policies and Procedures

The MSW Field Education Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and field evaluations. It is available on Blackboard. The Agency Based Field Instructor may also assign readings relevant to the agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual format, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through an online format. To fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and previously recorded lectures, videos, live discussion, individualized instruction, an interactive learning lab, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level

writing skills will be penalized. Expectations are very high that the student will be motivated to read, master, and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of in-class and outside-of-class projects.
- D. Testing and evaluation procedures.
- E. Audio-Visual supplemental aides.

Course Objectives:

Course Outcomes

Course Objectives/Core Competencies	Student Learning Outcomes/ Practice Behaviors	Measured by
Competency 1: Demonstrate Ethical and Professional Behavior	<p>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<ul style="list-style-type: none"> • Discussion posts (based on reading) • Learning Agreement • Adherence to NASW Code of Ethics

- c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- d. Use technology ethically and appropriately to facilitate practice outcomes.
- e. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity Difference in Practice

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- Learning Agreement

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

- Learning Agreement

Competency 4: Engage in Practice –Informed Research and Research-Informed Practice

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

- Learning Agreement

Competency 5: Engage in Policy Practice

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

- Learning Agreement

b. Assess how social welfare and economic policies impact the delivery of and access to social services; c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Learning Agreement
- Self-Reflective Log [SRL]

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Learning Agreement

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

- Learning Agreement
- Supervision Notes

- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities

- a. Select and use appropriate methods for evaluation of outcomes.
 - Learning Agreement
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - Field Evaluation
 - Field Education Timesheet
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion.

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at ***least TWO classmates*** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly.

Note: All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain absolutely from lying, cheating, and stealing.

Academic misconduct, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University’s Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled “Plagiarism Workshop and Quiz” on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select “Plagiarism Workshop & Quiz.”

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards.

All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council on Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you can provide competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To

graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Writing Lab: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their circumstances and needs. Accommodations will be considered via an interactive process between that office, the student and review of appropriate documentation. Any pertinent documentation should be sent to The Equity and Inclusion Office, Limestone University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy

Online Program: Students are expected to communicate with the professor frequently. In the Online Program, students are required to contact their instructors at a minimum once a week. It could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions of outside readings and assignments. To meet learning objectives for this course, you will be expected to arrive on time for collaborate sessions/seminars and attend all seminars. In case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). *An absence due to work-related scheduling is not excused.*

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time. Your performance and professionalism in this course are indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. Therefore, our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due

date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time.

Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus. Late assignments will be assessed a penalty for each day they are late, if accepted at all. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all your work. ***Work submitted late is subject to a reduction in grade if accepted at all.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted, and students can preclude losing points by communicating with the professor sooner than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of “W” (withdraw) which will have no impact on the student’s grade point average (GPA). After this point, though the last day of classes, a student may withdraw from a class and a grade of “WP” (withdraw passing) or “WF” (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of “F.”** Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of “WP” from the Provost. [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. Should you send this instructor an email asking about grades or assignments for this course, your questions should be sent using your Limestone Bp Messages in Blackboard.

Answers will not be sent to emails outside of the Limestone College email system. It is the student’s responsibility to check this account regularly.

If you use a different email account, please direct your Limestone College email to that account. As social workers, proper email etiquette is expected. ***Emails sent to faculty members, supervisors, and/or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.***

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures

that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of “B” level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work (“A” level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below “B” is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute, there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 589 A: Applied Learning in Field Education I: is the first Field Education Course in the Master of Social Work (M.S.W.) program at Limestone University. Any student who earns below a B in a class must re-take that class. Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation. Students who receive a grade below a “B” in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “C” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

Students will take Human Behavior & the Social Work Environment while enrolled in this field education course. The school’s practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school’s program website.

In all practice courses and most other MSW courses, classroom assignments draw heavily from students’ field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses.

Assignments	Due Date	Points Allotted
Unit 1—SW 589 A Intro. Discussion	Week 1	50
Field Seminar 1	Week 1	100

Field Education Orientation	Week 1	100
Supervision Note 1	Week 1	50
Self-Reflective Log (SRL)	Week 1	100
Unit 2 Discussion	Week 2	100
Advanced Practice Learning agreement	Week 2	100
Supervision Note 2	Week 2	50
Field Seminar 2	Week 2	100
Self-Reflective Log (SRL)	Week 2	100
Week 3 Discussion	Week 3	100
Field Seminar 3	Week 3	100
Supervision Note 3	Week 3	50
Self-Reflective Log (SRL)	Week 3	100
Week 4 Discussion	Week 4	100
Field Seminar 4	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	100
Supervision Note 4	Week 4	50
Week 5 Self-Reflective Log (SRL)	Week 4	100
Week 5 Discussion	Week 5	100
Supervision Note 5	Week 5	50
Field Seminar 5	Week 5	100
Process Recording	Week 5	100
Week 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50
Self-Reflective Log (SRL)	Week 6	100

Field Seminar 6	Week 6	100
Week 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Field Seminar 7	Week 7	100
Self-Reflective Log (SRL)	Week 7	100
Week 8 Discussion	Week 8	100
Field Seminar 8	Week 8	50
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	100
Supervision Note 8	Week 8	100
Applied Practice Field Evaluation	Week 8	200
Applied Practice Field Timesheet	Week 8	200
Total Points (possible)	Week 8	200

3,750

Grading Scale

A (90%)	B (80%)	C (70%)	D (60%)	F (below 60%)
A = 3, 375-3,750	B = 3, 000-3, 374	C = 2,625-2, 999	D = 2, 250-2,624	F = 2, 249 or below

Discussions

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at ***least TWO classmates*** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly.

Note: All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, to take notes in class when appropriate, and to participate in all class activities.

Students are expected to complete all assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone University email account, which they check frequently. Students are expected to communicate information regarding the course in Blackboard Messenger.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and class lecture and discussion topics.

Course Outline SW 589 A

Date

Week 1

- Attend Field Education Seminar
- Field Orientation Training
- Read and sign the Professional Behavior Policy
- Review Syllabus and Assignments
- Review NASW Code of Ethics and Confidentiality Standards
- Review roles of Field Education Director, Field Agency Instructor and Field Education Liaison
- Agency Supervision Note 1 due
- Complete Discussion Board
- Complete Self-Reflective Log (SRL)

Week 2

- Complete Field Education Learning Agreement
- Attend Field Education Seminar
- Agency Supervision Note 2 due
- Complete Self-Reflective Log (SRL)
- Complete Discussion Board

Week 3

- Attend Field Education Seminar
- Agency Supervision Note 3 due
- Complete Self-Reflective Log (SRL)
- Complete Discussion Board

Week 4

- Submit Supervision Report for Weeks 1-4
- Attend Field Education Seminar
- Complete Discussion Board
- Submit Self-Reflective Log for weeks 1-4

Week 5

- Attend Field Education Seminar
- Complete Discussion Board
- Complete Self-Reflective Log [SRL]
- Submit Process Recording
- Supervision Report 5 due

Week 6

- Attend Field Education Seminar

- Complete Discussion Board
- Complete Self-Reflective Log (SRL)
- Supervision Note 6 due

Week 7

- Complete Discussion Board
- Attend Field Education Seminar
- Complete Self-Reflective Log
- Supervision Note 7 due

Week 8

- Attend Field Education Seminar
- Self-Reflective Log [SRL] due (Weeks 1-8)
- Applied Learning in Field Education Evaluation
- Applied Learning in Field Education Timesheet

Disclaimer: This is to notify you that the material you may be accessing in chat rooms, bulletin boards, or unofficial web pages is not officially sponsored by Limestone College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. Limestone College disclaims all liability for data, information or opinions expressed in these forums.

Course Requirements and Assignments

Weekly Field Seminar (100 points a week for 800 total)

The Director of Field Education will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions. Students will participate in a weekly one- and one-half hour seminar. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director.

➤ Applied Learning in Field Education I Learning Agreement due Unit 2

During the first two weeks of placement, the Field Instructor and the student will establish a written learning agreement known as the Applied Learning in Field Education I, Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field Instructor which identifies the tasks and projects that can be completed by the student that will result in

competency evidence for each of the advanced practice behaviors. The student's learning experiences will be reviewed and monitored by the Director of Field Education.

You are required to develop an Applied Learning in Field Education Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone University Field Director will review the Learning Agreement to ensure it meets the course outcomes for the program. This contract should be reviewed and updated periodically during the practicum. The Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Learning Agreement and practicum outcomes. The outcomes provide clear practice and evaluation goals for the field education. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)—due Week 4 & Week 8**

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Education for the week. The SRL will be used to describe, student/client interactions.

The log is due at mid-term (Week 4) and at the end of the term (Week 8) and should be inclusive of one entry at the end of each week in field education placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services

SRL 1—Unit 1

On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Contract. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.

Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature)

Date: 3/5/2020

Process Recording: Process recording is a tool used by the student, the field instructor, and the education instructor to examine the dynamics of an interaction in time. It is an excellent teaching device for learning and refining interviewing and intervention skills. Process recording helps the student conceptualize and organize ongoing activities with client systems (i.e., Individual Client, Colleague, Meeting), clarify the purpose of the interview or intervention, improve written expression, identify strengths and weaknesses, and improve self-awareness (Urbanowski & Dwyer, 1988). Process recording also explores the interplay of values operating between the student and the client system, through an analysis of the filtering process used in recording the session.

Students are required to submit one complete process recording through blackboard. For this assignment, select a client from your agency. Use the following format.

- a. Field Instructor's (Supervisor) Comments: statements provided by the field instructor to help the student grow and develop. Because process recording serves as a tool for self-discovery and continued growth, there are no right or wrong answers. Process recording is a powerful tool for analyzing difficult situations -a way of stepping out of one's self, recording a situation on paper, and analyzing it with the assistance of an objective person. This section is for comments by that objective person. There are no requirements as to the length, type of interview, etc. of a process recording. It is solely detailing a point in time that is analyzed to strengthen student growth and development. Process recording should be complete and thorough. You need not record an entire interview or interaction; however, the portion that is recorded should include a "beginning, middle, and end phase" that completely addresses one problem or issue. It should be noted that audio or video recording requires written permission from the client in advance. Audio or video recording should not affect data secured.
- b. Content of Contact-Dialogue: word-for-word description of what happened (to the extent that it can be recalled). This includes verbal and nonverbal, context, etc. Traditionally, process recording relies on the reconstruction from memory. It is therefore advised to keep notetaking to the bare minimum.
- c. Student's Observation of Client(s) and Self describes what has happened and why. This section allows you to identify type of response and reason for selecting the response. Student should state what they believe the client may be thinking or feeling and analyze the feelings described in the student's gut-level feelings column.
- d. Student's Feelings, Reactions: describe feelings about the specific dialogue and what you suspect the client is feeling as well as yourself. Use feeling words, such as anxious or happy. This helps identify some of the non-verbal messages that may be affecting the interaction between the student and the client system, thus helping the student develop a better conscious use of self.
- e. Competencies Demonstrated: Identify how you are applying competencies or specific skills learned.

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a

minimum of one hour for each week in field practicum, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Advanced Practice Field Evaluation (200pts.)—due Unit 8**

The Advanced Practice Field Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Advanced Practice Learning Agreement. This is an evaluation completed by the Field Instructor.

➤ **Advanced Practice Field Timesheet (200pts.)—due Unit 8**

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term.

Students are required to complete 125 hours in field placement for SW 620. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)—due dates vary**

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor. To get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more).

Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. Students may also work ahead. ***Late posts or posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 589 A: Introduction

Hello. My name is Jane Smith. I am an MSW student at Limestone University. I received my BS Degree in Psychology from Limestone University in 2019. I am currently employed with the Florence County Department of Disabilities and Special Needs as a Program Coordinator. My areas of interest are addictions and Mental Health Counseling. I would like very much to complete my field placement at the Department

of Mental Health (DMH). This will provide me the opportunity to gain employment with the Department of Mental Health as a Mental Health Social Worker. I look forward to gaining as much knowledge as I can in become an effective social worker. I also look forward to getting to know everyone in this class!

LIMESTONE COLLEGE POLICIES

Students are responsible for reading and abiding by Limestone College's policies concerning:

1. Attendance
2. Withdrawal
3. Academic Integrity
4. Disabilities Statement
5. Online Content Disclaimer
6. Disruptive Behavior Statement
7. Limestone College Online Writing Lab Statement
8. Limestone College Mathematics On-line Learning Experience (MOLE)

These can all be found on the Limestone Website at:

ECC: <http://www.limestone.edu/course-quality/extended-campus-classroom>

ECI: <http://www.limestone.edu/course-quality/extended-campus-internet>

STATEMENT OF NONDISCRIMINATION

Limestone College does not discriminate against employees, students, or applicants for employment who are handicapped. This policy is in keeping with Section 504, the Rehabilitation Act of 1973 as amended.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post-Secondary Education Publication, "current student aid and other related regulations," Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities. Limestone College has made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). This statement is derived from the Limestone College Academic Catalog.

HYBRID COURSE DEFINITION

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of face-to-face

instruction is reduced. A minimum of fifty-one percent of the class will occur as face-to-face instruction.

SW 589 A REFERENCES

Resources for this course may be accessed using K.A.T.E. This is the on-line catalog for electronic and hard copies of materials in the Eastwood Library of Limestone College. The website is <http://www.limestone.edu/library>.

COURSE NUMBER: SW 589 B

CREDIT HOURS: 3

COURSE TITLE: FIELD INSTRUCTION II: ADVANCED SOCIAL WORK PRACTICE

COURSE DESCRIPTION: This Social Work Field Education Course (SW 589 B) is the second of two-Traditional MSW Field Courses designed to provide students with a supervised foundation practice experience in a social service agency/organization. Students will participate in a one- and one-half hour Field Education Seminar. Field Education includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. Students complete 200 hours in the agency/ organization setting. Students will receive a minimum of 1 hour of weekly, individual field education instruction from an MSW level social worker. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with individuals, families and agencies, organizations, and groups. The seminar provides students with an opportunity to discuss and react on professional social work issues from their field education experience regarding assessment, specific interventions with client systems and the application of practice theories. Students use the seminar to monitor their own learning experience and their progress in attaining their professional goals with respect to people’s membership in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person’s individuality.

The student will spend approximately three to four days a week (for a total of 200 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker.

REQUISITE(S): SW 589 A

Professor: _____

Phone: _____

Office: _____

Email: _____

Office Hours: _____

Director of Social Work Program: _____

REQUIRED TEXTS/ READING:

- **Applied Learning in Field Education I Syllabus**
- United Nations Declaration of Human Rights
- World Health Organization’s Definition of Health
- International Federation of Social workers’ (IFSW) Policy statement on Health
- IFSW’s Ethics in Social Work, Statement of Principles Additional
- Limestone University MSW Field Education Manual for Forms and for Policies and Procedures

The MSW Field Education Manual serves as the primary resource for information on the requirements of internship, including the seminar assignments and field evaluations. It is available on Blackboard. The Agency Based Field Instructor may also assign readings relevant to the

agency's setting and clientele. Students are encouraged to use literature from the course bibliography and their social work courses as supplements.

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

Grand Challenges - <https://grandchallengesforsocialwork.org/>

Competences- https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Additional- Agency recommendations

Note: This course may utilize guest speakers, films, and additional readings to augment information from the text and lecture. These assignments can be added at the instructor's discretion. As the course is being taught using a virtual format, instructors will make special provision for contacting students on a regular basis.

Methods of Instruction

This class is delivered through an online format. To fully benefit from the class, students are expected to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous instruction via the Internet (through Blackboard) as a learning medium. Methods to be used include live and previously recorded lectures, videos, live discussion, individualized instruction, an interactive learning lab, and written assignments. Guest speakers and panelists may also be utilized.

Statement of Expected Incoming Student Competencies

It is expected that the student will have a BSW professional level of generalist practice ability and an understanding of research principles related to individual differences, concerns about ethics and professional guidelines related to the helping professions, and an openness for reflective self-exploration and non-defensive sharing in discussion groups.

It is further expected that the student will have, and will apply, college-level reading, writing, reasoning, and test-taking skills. Written assignments that demonstrate less than graduate-level writing skills will be penalized. Expectations are very high that the student will be motivated to read, master, and reflect on assigned readings on his or her own and will invest the time to do so.

Social Work Program Standards

It is felt that the professional role assumed by the MSW social work student requires greater academic proficiency. Academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for advanced generalist social work practice.

A student is required to earn a grade of “B” or higher in all required major courses and prerequisites and maintain a minimum 3.0 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course.

If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course and is viewed as a failing grade in graduate school. Receiving multiple grades of “C” and any grade of “D” or below will result in removal from the MSW program.

COURSE LEARNING OBJECTIVES/Student Learning Outcomes:

The following methods are used to attain the course learning objectives:

- A. Acquisition of information from class lectures, discussions and assigned readings
- B. Participation in discussions with the instructor and other students.
- C. Completion of in-class and outside-of-class projects.
- D. Testing and evaluation procedures.
- E. Audio-Visual supplemental aides.

Course Objectives:

Learning Outcomes

Course Objectives/Core Competencies	Student Learning Outcomes/ Practice Behaviors	Measured by
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. d. Use technology ethically and appropriately to facilitate practice outcomes. e. Use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> • Discussion posts (based on reading) • Learning Agreement • Adherence to NASW Code of Ethics

Competency 2: Engage Diversity Difference in Practice	<p>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Learning Agreement
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>b. Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Learning Agreement
Competency 4: Engage in Practice –Informed Research and Research-Informed Practice	<p>a. Use practice experience and theory to inform scientific inquiry and research.</p> <p>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Learning Agreement
Competency 5: Engage in Policy Practice	<p>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>b. Assess how social welfare and economic policies impact the delivery of and access to social services; c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Learning Agreement
Competency 6: Engage with Individuals, Families, Groups,	<p>a. Apply knowledge of human behavior and the social environment, person-in-environment, and</p>	<ul style="list-style-type: none"> • Learning Agreement

**Organizations, and
Communities**

other multidisciplinary theoretical frameworks to engage with clients and constituencies.

- Self-Reflective Log [SRL]

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess
Individuals, Families, Groups,
Organizations, and
Communities**

a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

- Learning Agreement

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with
Individuals, Families, Groups,
Organizations, and
Communities**

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- Learning Agreement
- Supervision Notes

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes.

- Learning Agreement

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

- Field Education Evaluation

- Field Education Timesheet

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Class Participation

Engagement in this class is important to become a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion.

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at **least TWO classmates** by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. ***Late posts will result in automatic loss of half points.*** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. **Note:** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Academic Integrity Statement/Policy: Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all their affairs, and to refrain

absolutely from lying, cheating, and stealing. **Academic Misconduct**, including cheating and plagiarism, is defined in Section XIV, Appendix B, Part III of Limestone University's Policies and Procedures for Academic Conduct, available in *The Gaslight Student Handbook* (online). There are serious consequences for academic misconduct, as outlined in Section XIV, Appendix B, Part IV of Policies and Procedures for Academic Conduct, which apply in this course.

There is an excellent tutorial on avoiding plagiarism titled "Plagiarism Workshop and Quiz" on the Limestone University Library website. It is located under the Student Success Library Guide: <http://libguides.limestone.edu/c.php?g=545011&p=3736407>, then select "Plagiarism Workshop & Quiz."

Additionally, the Social Work Department asks that you refer to the NASW Code of Ethics (2017) at www.socialworkers.org for ethical standards. All work you submit for this course and throughout your program of study must be your own, original, and may not be based on past work (all or in part) or used in any other courses. You are responsible for correct citation of quoted, borrowed, and interpreted material: please refer to both the APA Manual 7th Edition and the APA Help Guide the Social Work Department has provided you in this class for correct methods of citing other authors, including website material. If you have any doubt as to what activities, processes, or content constitutes plagiarism or other forms of academic impropriety, take great care to do the work necessary to inform yourself. Keep in mind that acts of academic impropriety would be considered violations of the NASW Code of Ethics (2017) and could cause students to not be credentialed or to lose credentialing. In addition, any impropriety would also result in course failure and possible dismissal from the Social Work program at Limestone University.

Professionalism Policy

The social work program at Limestone University is accredited by the Council on Social Work Education (CSWE) and leads to certification, licensure, and professional practice in the field of social work for those wanting to become Licensed Master Social Workers (LMSWs). Academic performance is not enough to ensure that you can provide competent service to future clients.

For this reason, any signs of impairment in judgment, interpersonal attributes, or intellectual functioning will be brought to your attention and measures may be required for remediation. To graduate from the program, you must be willing and able to endorse the ethical standards of the National Association of Social Workers (NASW, 2017).

Online Writing Lab: The Limestone University Online Writing Lab (OWL) provides live, one-on-one tutorial sessions designed to help students through the writing process for any assignments in any class. Writing is hard. Getting help is easy. Visit the LU OWL at: <https://my.limestone.edu/academic-resources/online-writing-lab>

Equity and Inclusion Statement: Students with disabilities that may impact their academic performance are encouraged to contact the Equity and Inclusion Office early in the semester to discuss their circumstances and needs. Accommodations will be considered via an interactive process between that office, the student and review of appropriate documentation. Any pertinent

documentation should be sent to The Equity and Inclusion Office, Limestone University, 1115 College Drive, Gaffney, SC 29340. The Equity and Inclusion Office is located in Fort D, Room 201, 864-488-4394, ssblair@limestone.edu.

Attendance Policy Online Program: Students are expected to communicate with the professor frequently. In the Online Program, students are required to contact their instructors once a week. That mode of contact could be an email, assignments, discussion, etc. If after two weeks a student fails to have any activity in a course, the student **may** be assigned a grade of **F** at the end of the course. **A student who withdraws from a course before 60% of the course is completed will lose financial aid funds for that class.**

This course emphasizes participatory learning through small and large group activities and discussions of outside readings and assignments. To meet learning objectives for this course, you will be expected to attend all collaborate sessions/seminars. In case of emergency, please notify your instructor in advance or as soon as possible. Absences will be permitted only in the event of circumstances that are out of the student's control (e.g., illness, accident, etc.). ***An absence due to work-related scheduling is not excused.***

It is the responsibility of students to inform their employers and make necessary arrangements to be present during course times. If you are unable to fully commit to these requirements, you may choose to take the course at another time. If you continue in the course without adequate attendance and participation, you may be asked to withdraw and repeat the course at another time. Your performance and professionalism in this course are indicative of your potential for successfully completing this program.

Late Work Policy

Much of what we do as social workers is documentation of clients seen. We must also abide by national and state standards to earn and maintain licensure. Because of this, our job as faculty members is to ensure you understand the importance of keeping up with caseload through submission of class work in a timely manner. Therefore, our department strongly emphasizes handing assignments in when they are due. Ability to hand in assignments on or before the due date is indicative of a competent future social worker who abides by the National Association of Social Workers (NASW, 2017) Code of Ethics.

Students are responsible for submitting all work on time. Assignments must be submitted no later than Sunday at midnight of the week indicated in the syllabus.

Late assignments will be assessed a penalty for each day they are late. Computers and printers are notorious for being unreliable and crashing at the last minute. It is your responsibility to finish projects early and to always keep a backup hardcopy of everything that you turn in. This can be done by purchasing a jump drive to save all your work. ***Work submitted late is subject to a reduction in grade if accepted at all.*** If you are having difficulties, please communicate with your instructor before the assignment is due. Extensions may be granted, and students can preclude losing points by communicating with the professor sooner, rather than later!

Withdrawal Policy: A student who wishes to drop a class may do so during the first week of classes (drop/add week) and no grade will be assigned. From the second week through the Friday after midterms (by 5:00pm EST of the 5th week of classes for Online and Evening Programs and Activity courses), the student may withdraw with a grade of “W” (withdraw) which will have no impact on the student’s grade point average (GPA). After this point, through the last day of classes, a student may withdraw from a class and a grade of “WP” (withdraw passing) or “WF” (withdraw failing) should be assigned, unless a final grade has been assigned. **The student bears full responsibility for all courses on his or her registration schedule. Failure to file a withdrawal form with the Registrar and/or failure to complete a course may result in a grade of “F.” Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of “WP” from the Provost.** [<https://catalog.limestone.edu/dropping-class>]

Communication Policy

The official form of communication by Limestone University faculty and students is the Limestone webmail account. All-important communications will occur in this manner. Should you send this instructor an email asking about grades assignments, or anything regarding this course, your questions must be sent using your Blackboard Messenger loaded in the course.

It is the student’s responsibility to check their Limestone University email account regularly for other important information. If you use a different email account, please direct your Limestone University email to that account. As social workers, proper email etiquette is expected. *Emails sent to faculty members, supervisors, and/ or colleagues will include a subject title and salutations. You must properly address those you email. Disrespectful emails will NOT be tolerated.*

Title IX Statement: Limestone University is committed to providing an educational and work environment, including programs and activities, free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. <https://www.limestone.edu/title9>

Instructor Evaluation of Students

In general, it is expected that everyone accepted into this program is capable of “B” level work (submitted assignments follow syllabus guidelines and are completed thoughtfully and thoroughly). Exceptional student work (“A” level) exceeds syllabus guidelines through excellence in writing, content, demonstrated insight, and complexity of thought. Receiving a grade below “B” is an indication of concern about academic or professional ability within the context of this program. Many instructors take a developmental approach to learning and would be very happy to meet with you about any concerns you have related to the evaluation of your work in a course.

If students are concerned about their grade or ability to complete the requirements of the syllabus, they should meet with the faculty member in a timely manner. If students wait until last minute, there may not be anything the faculty member can do to be of further assistance. Students should be active and responsible participants in their education. Furthermore, students should review and become familiar with the Limestone University Student Handbook, Limestone University Social Work Program Student Handbook, and the NASW Code of Ethics (2017).

Grading Policy

SW 589 B: Applied Learning in Field Education II: is the second Field Education Course in the Master of Social Work (M.S.W.) program at Limestone University. Any student who earns below a B in a class must re-take that class. Earning below a B or overall GPA of 3.0 will affect your candidacy and you will not be able to progress in the program until after meeting with the Social Work faculty and remediation. Students who receive a grade below a "B" in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "B" in a social work course or social work course prerequisite, he or she may be dropped from the program. A "C" grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

Students will take an Intervention with Individuals, Families, and Groups while in this field education course. The school's practice methods courses are listed in the Field Education Manual, and descriptions of all courses for generalist and specialized clinical practice are on the school's program website.

In all practice courses and most other MSW courses, classroom assignments draw heavily from students' field experiences and help students critically assess their practice experiences in light with the academic knowledge gathered in their courses.

Course Requirements

Students are expected to be open to constructive feedback as well as reflective self-exploration and non-defensive sharing in discussion groups. It is further expected that the student will have, and will apply, college level reading, writing, and reasoning skills.

Students are expected to read, master, and reflect on assigned readings, to take notes in class when appropriate, and to participate in all class activities.

Students are expected to complete all out-of-class assignments and activities in a professional manner and to submit them on time. Students are expected to have a current Limestone University email account, which they check frequently.

Assignments Summary

Students are responsible for all textbook assignments, outside readings, and class lecture and discussion topics.

Assignments	Due Date	Points Allotted
Unit 1—SW 589 B Intro. Discussion	Week 1	50
Field Seminar 1	Week 1	100
Field Education Orientation	Week 1	100
Supervision Note 1	Week 1	50
Self-Reflective Log (SRL)	Week 1	100
Unit 2 Discussion	Week 2	100
Advanced Practice Learning agreement	Week 2	100
Supervision Note 2	Week 2	50
Field Seminar 2	Week 2	100
Self-Reflective Log (SRL)	Week 2	100
Week 3 Discussion	Week 3	100
Field Seminar 3	Week 3	100
Supervision Note 3	Week 3	50
Self-Reflective Log (SRL)	Week 3	100
Week 4 Discussion	Week 4	100
Field Seminar 4	Week 4	100
Self-Reflective Log (SRL)—Weeks 1-4	Week 4	100
Supervision Note 4	Week 4	50
Bio-Psycho-Social-Spiritual Assessment	Week 4	100
Week 5 Self-Reflective Log (SRL)	Week 5	100

Week 5 Discussion	Week 5	100
Supervision Note 5	Week 5	50
Field Seminar 5	Week 5	100
Week 6 Discussion	Week 6	100
Supervision Note 6	Week 6	50
Self-Reflective Log (SRL)	Week 6	100
Field Seminar 6	Week 6	100
Week 7 Discussion	Week 7	100
Supervision Note 7	Week 7	50
Field Seminar 7	Week 7	100
Self-Reflective Log (SRL)	Week 7	100
Week 8 Discussion	Week 8	100
Field Seminar 8	Week 8	50
Self-Reflective Log (SRL)—Weeks 5-8	Week 8	100
Supervision Note 8	Week 8	100
Applied Practice Field Evaluation	Week 8	200
Applied Practice Field Timesheet	Week 8	200
Total Points (possible)	Week 8	200
	3,750	

Grading Scale

A (90%)	B (80%)	C (70%)	D (60%)	F (below 60%)
A = 3, 375-3,750	B = 3, 000-3, 374	C = 2,625-2, 999	D = 2, 250-2,624	F = 2, 249 or below

Course Outline

Dates	Week 1
	Introduction SW 589 B: Applied Learning in Field Instruction II, Syllabus Review
	<ul style="list-style-type: none"> • Introduce yourself in the Discussion Board • Review Assignments/Expectations • Attend Field Education Seminar • Complete Discussion Board Question • Supervision Note 1 is due • Self-Reflective Log (SRL) 1 due
	Week 2
	<ul style="list-style-type: none"> • Attend Field Education Seminar • Submit Field Education Learning Agreement • Supervision Note 2 is due • Self-Reflective Log (SRL) 2 due • Complete Discussion Board Question
	Week 3
	<ul style="list-style-type: none"> • Attend Field Education Seminar • Supervision Note 3 is due • Self-Reflective Log (SRL) 3 due • Complete Discussion Board Question
	Week 4
	<ul style="list-style-type: none"> • Submit Self-Reflective Log (SRL) (Weeks 1-4) • Submit Supervision Notes (Weeks 1-4) • Attend Field Education Seminar • Complete BIO-Psycho-Social-Spiritual Assessment •
	Week 5
	<ul style="list-style-type: none"> • Supervision Note 5 is due • Self-Reflective Log (SRL) 5 due • Attend Field Education Seminar
	Week 6
	<ul style="list-style-type: none"> • Supervision Note 6 is due • Self-Reflective Log (SRL) 6 due • Attend Field Education Seminar

	Week 7
	<ul style="list-style-type: none"> • Supervision Note 7 is due • Self-Reflective Log (SRL) 7 due • Attend Field Education Seminar
	Week 8
	<ul style="list-style-type: none"> • Submit Self-Reflective Log (SRL) (Weeks 5-8) • Submit Supervision Notes (comprehensive) Weeks 1-8 • Submit Applied Learning in Field Education Evaluation • Submit Applied Learning in Field Education Timesheet • Attend Field Education Seminar <p>***Course Wrap-Up***</p>

Course Requirements and Assignments

Discussions

Each week, students will be required to complete a discussion question posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed. In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students. In order to get full credit for discussion board response assignments: (1) Submit initial response to discussion post by due date of Thursday nights by midnight (with **one paragraph** or more) and (2) Respond thoughtfully to at least TWO classmates by the due date of Sunday nights by midnight. Key deliverables include showing an understanding of class ideas, integration of class material, and personal/ professional experience. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the discussion post assignment. **Late posts will result in automatic loss of half points.** Students who fail to respond to posts regularly by due dates will lose points on the final grade. Please plan accordingly. **Note:** All responses should be thoughtful. Comments such as “I agree” or “great idea” are nice but, do not count as thoughtful.

The instructor will schedule webinars using Blackboard Collaborate as needed to assist understanding topics and assignment requirements.

Weekly Field Seminar (100 pts.)

The Director of Field Education and Field Education liaison will host a weekly Seminar in a virtual lab wherein students will practice social work skills while emphasizing collaboration, communication, creativity, and critical thinking. Students will be coached and guided to develop practical skills in collaborative processes and apply elements of critical thinking to assess and analyze vignettes, role-plays, and discussions. Students will participate in a weekly one- and one-half hour seminar. All students must attend the seminars weekly, and must participate in discussions, role-plays, case vignettes, etc. as directed by the Field Director or Field Liaison.

➤ **Applied Learning in Field Education Learning Agreement (200pts.)—due Unit 2**

During the first two weeks of placement, the Field Instructor and the student will establish a written learning agreement known as the Applied Learning in Field Education Learning Agreement. This will be the formal agreement between the student and the organization, developed collaboratively between the student and Field

Instructor which identifies the tasks and projects that can be completed by the student that will result in competency evidence for each of the advanced practice behaviors. The student's learning experiences will be reviewed and monitored by the Director of Field Education. You are required to develop an Applied Learning in Field Education Learning Agreement in collaboration with your organization-based Field Instructor. The Limestone College Field Director will review the Learning Agreement to ensure it meets the course outcomes for the program. This contract should be reviewed and updated periodically during the field education experience. The Applied Learning in Field Education Learning Agreement ensures that the student will have the opportunity to meet all course outcomes. It does not preclude the assignment of additional tasks that would be beneficial to the student.

The Field Director serves as a resource for Field Instructors and students by providing guidance and feedback to them regarding the congruence of the Learning Agreement and field education outcomes. The field education outcomes provide clear practice and evaluation goals for field education. You are required to involve your Field Director in this process and provide your Field Director a final copy. Additionally, you are required to upload a copy to Blackboard. This assignment is due by the end of the second week (*Unit 2*) in field.

➤ **Self-Reflective Log [SRL] (400pts.)**—*due Unit 4 & Unit 8*

Students will maintain a Self-Reflective Log (SRL) consisting of an entry once weekly which will document the student responses to activities completed in Field Education for the week. The SRL will be used to describe, student/client interactions. The log is due at mid- term (*Unit 4*) and at the end of the term (*Unit 8*) and should be inclusive of one entry at the end of each week in field placement.

- An example of a Self-Reflective Log (SRL) is given below:

Field Placement: Palmetto Place Children & Youth Services

SRL 1—Unit 1

On Thursday (3/5/2020), I went to my internship at Palmetto Place Children & Youth Services. While there, I met with the Executive Director to further discuss my Advanced Practice Learning Contract. I was also able to meet with the residents. As I met with residents, case managers (CMs) provided me with notes on each resident to understand their background and reason for coming into care. We discussed the need to have psychoeducation classes that addressed self-esteem, healthy coping mechanisms, and other life skills. I was encouraged to learn that the residents are provided with an on-staff counselor for free counseling sessions along with a Guardian Ad Litem (GAL). This helps the residents with support services. I met with one of the pregnant teen residents and we discussed her fear of becoming a young mother who lacks a formal education. It was decided that we would work together on life skills to help her become successful. This resident was provided a worksheet on time management. Next week, I will run a psychoeducation on self-esteem for all residents and go over the time management worksheet with my individual pregnant teen client. Contact Concluded.

Provider Signature: Aubrey L. Sejuit, PhD, LMSW, LCAS, MEd, CASAC-2, CCSP (signature)

Date: 3/5/2020

➤ **Supervision Notes (400pts.)—due Unit 8**

Students must receive ongoing supervision by Limestone University approved credentialed MSW Field Instructors as evidenced by submission of supervision notes uploaded as one document to blackboard at the conclusion of the Term (*Unit 8*). Students must submit and provide evidence of supervisory sessions for a minimum of one hour for each week in field education, which equals a minimum of 8 notes (*See Supervision Note Template*).

➤ **Applied Learning in Field Education Evaluation (250pts.)—due Unit 8**

The Applied Learning in Field Education Evaluation by the Field Instructor is a direct measure of student competence that evaluates the attainment of all advanced level practice behaviors as defined in the Learning Agreement. This is an evaluation completed by the Field Instructor.

➤ **Advanced Learning in Field Education Field Timesheet (250pts.)—due Unit 8**

A timesheet signed by both the Field Instructor and the student which reflects completion of the required number of hours (*hours must be totaled*) for field must be uploaded to Blackboard by the end of the Term. Students are required to complete 200 hours in field education for SW 589 A, and 200 hours in field education in SW 589 B. This means that by the end of SW 589 B, students should have completed a total of 400 hours at their field placement sites. This assignment is due by the end of the Term (*Unit 8*).

➤ **Weekly Field Discussions (900 pts.)—due dates vary**

Engagement in this class is important to becoming a social worker. Part of that engagement means that students will complete the required readings and submit work in a timely and appropriate fashion. Each week, students will be required to complete discussion questions and/ or a Case Scenario posted on Blackboard. The purpose of the discussion is to share your thoughts/feelings about the material as well as any additional information you may have on the topic being discussed.

In addition, the discussion board is also an opportunity for you to ask questions and get answers/feedback from other students and the instructor. To get full credit for discussion board response assignments: (1) Submit assignments by due date and (2) Respond thoughtfully to the discussion post/ Case Scenario (with **one paragraph** or more). Students are expected to respond to **at least TWO** classmates. Once again, use facts and valid information to back up statements requiring an opinion.

Students are **NOT required** to include an in-text citation. Discussion posts will be available to students throughout the week and they will have until Thursday night at midnight to complete the initial discussion post assignment and until Sunday night at midnight to respond to at least two other classmates. ***Late posts or posts where students fail to respond to at least TWO classmates will result in automatic loss of half points.***

Students who fail to respond to posts regularly by due dates or do not respond to classmates will lose points on the final grade. Please plan accordingly. An example is provided below.

- An example of how your introduction post should look:

SW 589 B: Introduction

Hello. My name is Hadley Ann. I attend Limestone University on the Columbia, SC campus. I was in the Army. I served in Afghanistan with the 203D MI BN as an Intelligence Analyst. I earned my A.A.S. in Intelligence

Operations Studies from Cochise College. I work for the Department of Social Service (DSS) as a caseworker. My areas of interest are addictions and career counseling. Because of this, I am completing my field placement at the Department of Mental Health (DMH) for South Carolina. Currently, I am the President of the Student Social Work Organization (SSWO) and in the sorority Phi Mu. I intend to graduate from Limestone University in December 2021. I look forward to getting to know everyone in this class!

Bio-Psycho-Social-Spiritual Assessment (100 pts.)

Complete a Bio-Psycho-Social-Spiritual Assessment of a client who receives services at your field agency. Your assessment will be inclusive of the following: identifying information, reason for the referral and/or presenting problem, client and family descriptions and functioning. You will include any relevant history regarding the family, the client's developmental history/milestones. You will also include the client's educational and occupational history, as well as the client's spiritual/religious development.

You will conclude by completing your overall assessment of the client and a proposed intervention plan with specific goals.

Study the Power Point Presentation that provides a guide for all areas you are required to access. The Power Point also provides a sample of how each area should be written. Depending upon your client and your agency, you may need to add to, or delete from this sample. You are required to access all areas that apply to your client.

