2020

418 Social Work Field Instruction

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SOCW 418 Social Work Field Instruction

Course Syllabus

Spring 2020
3 Credit(s)

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Office: Cohen Center 153
Office Hours: Mondays, 9:00-11:00
Wednesdays, 3:00-5:00
Or by appointment

Department Curriculum Satisfaction: This course is a required course for all social work majors.
Co-requisite: SOCW 420

Required Text:

Additional Suggested Readings:


COURSE DESCRIPTION:

This course is designed to provide the student the opportunity to work directly with client systems in a social service agency under the supervision of a professional social worker. Field education is referred to
as the capstone experience or the “living classroom” where students have real life opportunities to integrate their curriculum with client systems and thus prepare themselves as generalist practitioners. Field offers opportunities to apply knowledge, values, and skills learned in the classroom and develop competence as a beginning level generalist practitioner. During the spring semester, students are expected to utilize the planned change process with specific emphasis on the phases of implementation, evaluation, and termination, utilizing a generalist practice approach while in an assigned agency under the supervision of the field instructor. Lastly, the purpose of field is to increase the student’s awareness and understanding of both their personal and professional selves within their role as a field placement student and as a social worker. Field Instruction is not a job, volunteer, or service position; the primary goal of field instruction is educational. Thus, it is critical that students be engaged in meaningful, purposeful social work activities and has time through the use of supervision and personal reflection to process and learn from these activities.

**COURSE OBJECTIVES and ACCREDITATION STANDARDS**

Successful completion of this course will result in the student’s ability to meet the following course objectives. Meeting the course objectives will assist the student in demonstrating the identified core competencies and component behaviors as outlined in the Council on Social Work Education (CSWE), Educational Policies and Accreditation Standards, (EPAS) 2015.

The course objectives are grouped under five overarching goals of field education which are linked to the EPAS core competencies and component behaviors.

1. **Student will demonstrate professional and ethical behavior as a social worker in field.**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Core Competency</th>
<th>How covered in Course</th>
<th>Evaluation Criteria</th>
<th>How Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student will demonstrate skills for lifelong learning as a professional social worker.</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior -Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</td>
<td>Read Chapter 2; review and discuss I.A. 2.3</td>
<td>Student will identify specialized learning needs and develop and implement a plan to achieve those learning needs. Student will also apply specialized learning to practice in field.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation</td>
</tr>
<tr>
<td>b. Student will use supervision effectively in field.</td>
<td>Competency 1: Demonstrate Ethical and Professional-Social workers • use supervision and consultation to guide professional judgment and behavior.</td>
<td>Read Chapter 5</td>
<td>Student will learn about how supervision functions in the agency. Student will attend supervision regularly and meet the program expectation. Student will utilize supervision to assist client systems in meeting identified goals.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation</td>
</tr>
<tr>
<td>c. Student will demonstrate appropriate professional behavior and appearance as a social work student in field.</td>
<td>Competency 1: Demonstrate Ethical and Professional-Social workers • demonstrate professional demeanor in behavior and appearance.</td>
<td>Read Chapter 2</td>
<td>Student will identify the expectations of the agency and field instructor for professional behavior and appearance and</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation</td>
</tr>
<tr>
<td></td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior - Social workers</td>
<td>Read Chapter 3; review and discuss I.A. 3.2</td>
<td>Student will identify the roles utilized by social workers at the agency. Student will use the roles effectively to assist client systems in meeting their goals. Student will identify the role of other professionals if working on inter-professional teams.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation.</td>
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<tr>
<td>d. Student will use foundational social work roles in field appropriately and accurately identify the role(s) of other professionals, when applicable.</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior - Social workers understand the roles and responsibilities of the profession. Social Workers understand the role of other professions when engaged in inter-professional teams.</td>
<td>Read Chapter 7 and NASW Code of Ethics</td>
<td>Student will discuss and identify expectations for ethical practice in agency including ethical use of technology in supervision as a part of orientation and training. Student will accurately apply the NASW Code of Ethics to resolve an ethical dilemma. Student uses technology in a manner that meets agency expectations and demonstrates understanding of overall professional standards.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation.</td>
</tr>
<tr>
<td>e. Student will demonstrate effective use of self-regulation and manage personal values and demonstrate professionalism in field.</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior - Social workers • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • 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. • use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>Read Chapter 7 and NASW Code of Ethics</td>
<td>Student will accurately apply the NASW Code of Ethics to resolve an ethical dilemma.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation.</td>
</tr>
<tr>
<td>f. Student will appropriately resolve ethical dilemmas in field demonstrating knowledge of the NASW Code of Ethics and other codes applicable to practice situations.</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior - Social workers • 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.</td>
<td>Read Chapter 7 and NASW Code of Ethics</td>
<td>Student will accurately apply the NASW Code of Ethics to resolve an ethical dilemma.</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation.</td>
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<td>g. Student will demonstrate ethical and appropriate use of technology in field.</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior - Social workers</td>
<td>Read Chapter 7 and NASW Code of Ethics; Technology Standards</td>
<td>Student will discuss and identify expectations for ethical practice in</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation.</td>
</tr>
</tbody>
</table>
2. **Student will effectively engage diversity and difference in practice and advance human rights and social, economic, and environmental justice.**

<table>
<thead>
<tr>
<th>Competency 2: Engage diversity and difference in practice - Social workers</th>
<th>Read Chapter 8; review and discuss I.A.s 8 and complete I.A. Read NASW Standards of Cultural Competence and discuss in supervision.</th>
<th>Student will identify diverse client populations served by agency. Student will effectively engage client systems in gathering important information to understand how diversity and difference shape the lives of clients and thus present themselves as learners. Student will share in supervision their understanding of difference and how difference impacts clients thus, demonstrating self-awareness and the ability to manage bias.</th>
<th>Field Instructor will evaluate student using the Final Field Evaluation.</th>
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<tbody>
<tr>
<td>a. Student will demonstrate an accurate understanding of the impact of diversity and difference on clients through engaging clients and placing themselves in the role of the learner and client as expert.</td>
<td>Competency 2: Engage diversity and difference in practice - Social workers</td>
<td>Read Chapter 8; review and discuss I.A.s 8 and complete I.A. Read NASW Standards of Cultural Competence and discuss in supervision.</td>
<td>Student will develop an intervention that reflects cultural competence and present in supervision.</td>
</tr>
<tr>
<td>b. Student will demonstrate cultural competence in practice using self-awareness and ability to manage personal bias when working with diverse clients</td>
<td>Competency 2: Engage diversity and difference in practice - Social workers</td>
<td>Read Chapter 8; review and discuss I.A.s 8 and complete I.A. Read NASW Standards of Cultural Competence and discuss in supervision.</td>
<td>Student will identify diverse client populations served by agency. Student will effectively engage client systems in gathering important information to understand how diversity and difference shape the lives of clients and thus present themselves as learners. Student will share in supervision their understanding of difference and how difference impacts clients thus, demonstrating self-awareness and the ability to manage bias.</td>
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<td>c. Student will demonstrate an accurate understanding of the impact of social, economic, and environmental injustice on client systems in field and apply to advocate for human rights.</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice - Social workers</td>
<td>Read Chapter 8; review and discuss I.A.</td>
<td>Student will identify in supervision issues of social, economic and environmental injustice and how those are impacting client systems.</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Read Chapter 8; discuss in supervision issues of social and economic justice and design and implement interventions</td>
<td>Student will develop an intervention that advances social justice and present in supervision</td>
<td>Field Instructor will evaluate student using the Final Field Evaluation</td>
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<tr>
<td>Social workers: • engage in practices that advance social, economic, and environmental justice.</td>
<td>d. Student will advance social, economic, and environmental justice in field.</td>
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</table>

3. **Student will effectively integrate knowledge, values, and skills acquired in the classroom with the practice experiences of field.**

<table>
<thead>
<tr>
<th>Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.</th>
<th>Read Chapter 2; Review and discuss I.A. 2.3</th>
<th>Student will discuss curriculum in supervision and present how knowledge, values, and skills acquired in the classroom can be applied to practice in field</th>
<th>Field Instructor will evaluate student using the Final Field Evaluation</th>
</tr>
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<tr>
<td>Social workers: • engage in practices that advance social, economic, and environmental justice.</td>
<td>a. <strong>Student will accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field.</strong></td>
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b. **Student will demonstrate ability to effectively analyze field tasks using critical thinking skills.**

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<tr>
<th>Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.</th>
<th>Read Chapter 9; Review and discuss I.A. 9.3</th>
<th>Using I.A. 9.3, student will present field tasks in supervision and critique practice decisions</th>
<th>Field Instructor will evaluate student using the Final Field Evaluation</th>
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<td>Social workers: • engage in practices that advance social, economic, and environmental justice.</td>
<td>b. <strong>Student will demonstrate ability to effectively analyze field tasks using critical thinking skills.</strong></td>
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<tr>
<th>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</th>
<th>Read Chapter 9; Discuss how research is used in practice and how practice can inform research</th>
<th>Student will conduct a literature review and accurately identify and present in supervision relevant research demonstrating knowledge of both qualitative and quantitative findings and how it can be applied and lead to the development of a research question</th>
<th>Field Instructor will evaluate student using the Final Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Social workers: • use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>c. <strong>Student will identify a research question based in practice experience in field and explore the question via an analysis of both quantitative and qualitative research findings related to question.</strong></td>
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d. **Student will effectively use research in practice in field.**

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<th>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Social workers: • use and translate research evidence to inform and improve practice, policy, and service delivery.</th>
<th>Read Chapter 9; Discuss how research is used in practice and how practice can inform research</th>
<th>Student apply research to practice in field.</th>
<th>Field Instructor will evaluate student using the Final Field Evaluation</th>
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<td>Social workers: • engage in practices that advance social, economic, and environmental justice.</td>
<td>d. <strong>Student will effectively use research in practice in field.</strong></td>
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</tbody>
</table>
e. Student will accurately identify policies used by agency and analyze how they impact practice with client systems.

Competency 5: Engage in Policy Practice
Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Read Chapter 8; Discuss the role of policy in practice and design interventions; Students will attend Ohio NASW Advocacy day

Student will demonstrate knowledge of agency policies and how those impact practice.

Field Instructor will evaluate student using the Final Field Evaluation

f. Student will advocate for policies that advance human rights and social, economic and environmental justice.

Competency 5: Engage in Policy Practice
Social workers:
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Read Chapter 8; Discuss the role of policy in practice and design interventions; Students will attend Ohio NASW Advocacy day

Student will accurately propose policy changes that advance rights of client systems.

Field Instructor will evaluate student using the Final Field Evaluation

4. Student will demonstrate effective communication skills in field.

a. Student will demonstrate effective oral communication skills in field.

Competency 1: Demonstrate ethical and professional behavior - Social workers
- demonstrate professional demeanor in oral communication.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Read Chapter 6

Student will communicate orally in a way that reflects the expectations of the agency and needs of various client systems. Student will demonstrate effective use of oral communication skills to engage clients.

Field Instructor will evaluate student using the Final Field Evaluation; Field Instructor will review communication skills via a process recording; Instructor will evaluate student using the Portfolio

b. Student will demonstrate effective written communication skills in field.

Competency 1: Demonstrate ethical and professional behavior Social workers
- demonstrate professional demeanor in written communication.

Read Chapter 6

Student will learn all forms of written communication utilized by agency. Student will present examples of written communication in supervision to be reviewed.

Field Instructor will evaluate student using the Final Field Evaluation
| c. Student will demonstrate effective electronic communication skills in field. | **Competency 1: Demonstrate ethical and professional behavior** Social workers demonstrate professional demeanor in electronic communication. | Read Chapter 6 | Student will learn all form of electronic communication used by agency. Student will present examples of electronic communication in supervision for review. | Field Instructor will evaluate student using the Final Field Evaluation; Instructor will evaluate student using the Portfolio. |
| d. Student will evaluate communication skills with client systems in field. | **Competency 1: Demonstrate Ethical and Professional Behavior** Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. | Read Chapter 6; Complete and discuss I.A. 6.2 | Student presents accurate assessment of communication skills in supervision. | Field Instructor will evaluate student using the Final Field Evaluation |

5. **Student will effectively use the planned change process with individuals, families, groups, organizations, and communities to meet client system goals in field.**

| a. Student will effectively engage individuals, families, groups, organizations, and communities in field which includes, applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks, effective use of empathy, reflection, and interpersonal skills. | **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | Read Chapter 10 | Student will identify and discuss in supervision the process utilized by the agency to engage client systems. Student will effectively engage client systems. Student will discuss diverse client systems and present in supervision specific ways to apply knowledge of human behavior, person-in-environment and theory to effectively engage. | Field Instructor will evaluate student using the Final Field Evaluation; Instructor will evaluate student using the Portfolio |
| b. Student will conduct multidimensional assessments of individuals, families, groups, organizations, and communities in field which include ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks when analyzing assessment data; identifying goals and objectives based on assessment of strengths | **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** Social workers: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of | Read Chapter 10; Complete and discuss I.A. 10.2 | Student will gather information on client systems and present in supervision. Student will present in supervision analysis of assessment. Student will identify specific ways knowledge of development and person and environment applied to their | Field Instructor will evaluate student using the Final Field Evaluation; Instructor will evaluate student using the Portfolio |
needs, and challenges; and selecting intervention strategies, based in assessment, research, and client systems preferences.

<table>
<thead>
<tr>
<th>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>Social workers:</td>
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<tr>
<td>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
</tr>
<tr>
<td>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and</td>
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<tr>
<td>• negotiate, mediate, and advocate with and on behalf of diverse clients.</td>
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</table>

### C. Student will implement interventions with individuals, families, groups, organizations, and communities to achieve client goals which include, application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical, use of inter-professional collaboration as appropriate, and negotiating, mediating, and advocating with and on behalf of diverse clients.

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

Social workers:

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<thead>
<tr>
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<tr>
<td>Social workers:</td>
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<tr>
<td>• facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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### D. Student will terminate effectively with individuals, families, groups, organizations, and communities in field.

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

Social workers:

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<thead>
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<tr>
<td>Social workers:</td>
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<tr>
<td>• select and use appropriate methods for evaluation of outcomes;</td>
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### G. Student will evaluate practice outcomes and agency processes with individuals, families, groups, organizations, and communities in field which include, ability to select and use appropriate methods, apply knowledge of human behavior and the social environment, person-in-environment, and other

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

Social workers:

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<thead>
<tr>
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<tr>
<td>Social workers:</td>
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<tr>
<td>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</td>
</tr>
<tr>
<td>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</table>

### Analysis of Client Systems

- Develop and use appropriate interventions with client systems. In supervision, link interventions to theory.

### Read Chapter 10

- Develop and use appropriate interventions with client systems. In supervision, link interventions to theory.

### Field Instructor will evaluate student using the Final Field Evaluation

- Present and execute a plan for termination that reflects needs of client systems. Student will terminate with the agency in a professional manner.

### Field Instructor will evaluate student using the Final Field Evaluation

- Student demonstrates understanding of how agency evaluates programs and services and engages in evaluation of own practice.
multidisciplinary theoretical frameworks, critical analysis, monitoring, and evaluation, and apply findings to improve practice.

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Teaching Format:**

1. Engaging in practice tasks at agency
2. Attending supervision and discussing field tasks
3. Evaluating practice

Students are required to attend their field site on a regular basis, averaging 14 hours a week for a total of 203 hours for spring semester; this does not include any University breaks. All requirements and responsibilities are outlined in the accompanying Field Education Manual and Cooperative Agreement, both of which can be found on canvas. Failure to do so will result in the assignment of a grade of I for Incomplete. Students are responsible for completing and submitting remaining hours and paperwork, and for initiating change of grade procedure.

**GRADING AND EVALUATION**

Final grades are pass fail based on successful completion of all course requirements.

**Assignment Review:**

- Weekly Student Report
- Learning Plan
- Final Field Evaluation
- Supervisory Evaluation

**Late Policy:** All assignments are to be handed in on time. No late work will be accepted.

**Grading Criteria:**

1. Answers are evaluated within the context of the class. The same question would require a different response in a policy class vs. a development class vs. a practice class.

2. In questions where illustrations are important to fully explain an answer: (i) are they provided; (ii) are they relevant to the question; (iii) are they explained in a way that supports your answer to the question?
3. For highest grades: (i) was the answer thoughtful and reflective; (ii) was it comprehensive; (iii) was it free of spelling and/or grammatical errors; (iv) were other relevant sources cited, such as from the text; (v) what level of analysis is evident in the answer?

4. Lowest grades accorded to: (i) answers that do not show evidence of having completed class readings and other assignments; (ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; (iii) responses that are inaccurate or missing; (iv) answers with many spelling and/or grammatical errors, illegible handwriting or too messy or unorganized to follow.

5. Average grades are accorded to: (i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; (ii) papers with some spelling and/or grammatical errors.

ASSIGNMENTS

Learning Plan:

Each student is required to complete a learning plan (see canvas for spring learning plan) outlining the objectives, multi-level tasks, and evaluation plan for field. Each student is to complete the learning plan by the 4th week of field.

Weekly Student Reports:

Students are responsible for completing 2 field placement hours (excluding Spring Break and Easter Holiday) for the spring semester including documentation submitted by the end of the last week of field. The final due date for hours is the exam period. Failure to do so will result in assigning a grade of I for Incomplete (no exceptions). If a student receives an incomplete, it is their responsibility to complete and submit remaining hours and paperwork, and for initiating change of grade procedure.

Students are required to complete weekly student reports documenting their hours and activities for each week including time in, time out, breaks and supervision and obtain their field instructor’s signature. This serves as the official record of hours completed. They cannot be signed ahead of time and if signed on a day a student is in field, it must be signed at the end of the day and the field instructor must indicate the time signed. They may be handed in every other week during seminar at the completion of each week.

Note: You may attend field on days not required during the semester if you need the hours. During the winter months if the University closes due to snow on a Tues or Thursday you are not required to make up those hours. If the University closes on any other day of the week and that is your normal day (meaning you consistently work on that day) you are also not required to make up those days. When completing that weeks’ student report, write snow day-University closed indicating 7 hours for the day in the box, and then add that to the other hours
worked that week for the total. This is the same for University holidays. If your agency closes and the University has not closed you are responsible to make up those hours. Make sure to look ahead and plan accordingly. Regardless of the number of hours you carry over from fall semester, you cannot end field early. You may take off days or work shorter hours but that must be approved by your field instructor.

**Final Field Evaluation:**

Field Instructors, along with any Task Instructor or Agency designee are required to complete along with the student a Final Evaluation of Field Instruction and provide a recommended grade of pass/fail. The evaluation consists of two parts, the Learning Plan/final field Evaluation Form with qualitative comments and the Field Practicum Placement Assessment Instrument (FPPAI) through SWEAP which is completed online and is the quantitative ratings of the component behaviors for each core competency.

**Failure to complete and turn-in the final field evaluation by the end of exam week will result in an automatic incomplete (no exceptions).**

No one other than the Field Instructor is to sign off on the completed weekly student reports, learning plan, and Final Evaluation unless approved by the Field Director.

**Supervisory Evaluation:**

At the completion of the semester, the student will complete a supervisory evaluation (see Field Education Manual on canvas) and provide feedback to the Field Director about the quality of the supervision they received. A summary report is compiled which provides feedback to the field instructors while maintaining confidentiality of the student.

**Additional Course Activities**

**Ohio NASW Advocacy Day**

Students will attend and participate in Ohio NASW Advocacy Day, hours spent will count toward the field hours.

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### COURSE POLICIES

**Attendance**

It is the student’s responsibility to maintain an accurate attendance record with the instructor. It is imperative that the student attend all classes for the entire class time and come prepared to participate. In emergencies only, an absence may be allowed due to illness or family reasons – documentation is required and all announcements, reading, assignments, and class work missed are the responsibility of the student to make up. For this course, attendance includes the required weekly hours according to the students set schedule and the required field orientation meeting. If a student is sick and cannot attend field, they must inform their supervisor and are required to make up the
missed hours. According to the department student handbook, missing 25 percent of a
class may result in failing the course.

Course Assignments
All course assignments are expected to be completed **ON TIME**, for specific due dates of
assignments see the course schedule. No late work is accepted unless there is a
documented excuse.

Academic Needs
Students with academic needs will receive accommodations in this course as
determined by school policy. Please contact the Learning Assistance Center at 745-3280
or [http://www.xavier.edu/lac/](http://www.xavier.edu/lac/) as soon as possible or see an instructor if you have any
concerns. Learning Assistance Center Plans need to be signed by both the student and
the professor and returned to LAC.

Plagiarism
“The pursuit of truth demands high standards of personal honesty. Academic and
professional life requires a trust based upon integrity of the written and spoken word....
All work submitted for academic evaluation must be the student’s own. ...the direct and
unattributed use of another’s efforts is prohibited as is the use of any work untruthfully
submitted as one’s own”
(http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=264&returnto=search
#Academic_Honesty). Furthermore, all work submitted should be an original
composition designed to meet the requirements of this course. Penalties for violation
will be in accord with university policy and include one or more of the following: a zero
or F for the assignment, an F for the course, expulsion from the university.

Electronics Etiquette:
The use of personal cell phones and laptops during class is strictly prohibited. If, for
whatever reason, a student must take an emergency call, please leave the room to
complete the call and realize that you are responsible for missed material. With regard
to the use of laptops, given this course is a seminar course and students bring most of
the content to the course from the practice experiences of field, laptops will not be
needed. Should a student need to document something of importance using their
laptop, simply make that request and time will be given to do so.
The use of laptops in class for “note taking” has been increasing. Some use is
legitimate. But, in our days of multitasking, professors are aware that students are also
checking e-mail/facebook/twitter, editing the paper for the next class, shopping,
etc. The laptop use is distracting to the student using it, those next to and behind it and,
to the professor. The newest research [see link below] is showing that, in general, hand
written notes are better for long term learning comprehension. Therefore, the social
department strongly encourages note taking by hand rather than laptops in all social
work courses. Legitimate use of a laptop for note taking should be as silent as possible
and does not involve connecting to the internet except for specific activities as directed in class. Please check out the links below. For this course, use of personal cellphones and or personal laptop during a client contact is prohibited unless sanctioned by the agency.


**COURSE SCHEDULE**

Please note schedule is subject to change

All assignments are to be read and/or completed for the day on which they are listed.

<table>
<thead>
<tr>
<th>Week</th>
<th>SOCW 418- Field Activities and Assignments</th>
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| 1- 1/13-19 | **Discuss in Supervision:** Reorientation and any major changes during break; establish supervision time and complete 5.1 to develop outline for spring semester (optional); review syllabus and due dates  
**Review:** Chapter 1 and I.A. 1.1 |
| 2- 1/20-1/26 | **Review:** I.A. 2.3 Curriculum Review; revisit specialized learning and training plan; learning plan and begin to complete |
| 3- 1/27-2/2 | **Discuss in Supervision:** Learning Plan  
**Review:** Chapter 3, Revisit I.A. 3.1, 3.2, 3.3, |
| 4- 2/3-2/9 | **Finalize:** Learning Plan  
**Read:** Chapter 8 and Discuss I.A.s 8.1-8.3  
**Complete and hand-in signed hard copy Learning Plan by 2/7** |
| 5- 2/10-2/16 | **Review:** Chapter 6  
**Complete:** I.A. 6.2- The Process Recording and obtain field instructor signature and feedback to submit in Seminar; review chapter 10 I.A.s and discuss in supervision |
| 6- 2/17-2/23 | **Read:** Chapter 9  
**Complete:** I.A.s. 9.1 and 9.2 and discuss in supervision |
<table>
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<tr>
<th>Date</th>
<th>Task</th>
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<tr>
<td>7- 2/24-3/1</td>
<td><strong>Read:</strong> Chapter 10</td>
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<td><strong>Complete:</strong> I.A.s 10-2-10.4 and discuss in supervision</td>
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<td><strong>Finalize:</strong> Mid-term assignment in SOCW 420</td>
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<td>8- 3/2-3/8</td>
<td><strong>Complete:</strong> Mid-term Evaluation in supervision - Review Learning Plan and progress on completion of objectives and tasks; finalize Portfolio</td>
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<td><strong>Review:</strong> Review portfolio, identify elements, and fill out the worksheet</td>
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<td>9- 3/9-3/15</td>
<td><strong>Spring Break- Student not in Field and not required to make-up hours</strong></td>
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<td>10- 3/16-3/22</td>
<td>Engage in field work and discuss in supervision; finalize portfolio</td>
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<td>11- 3/23-3/29</td>
<td><strong>Discuss:</strong> Agency Based Advocacy</td>
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<td><strong>Attend Ohio NASW Advocacy Day in Columbus- 3/26</strong></td>
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<td><a href="https://www.naswoh.org/page/advocacyday">https://www.naswoh.org/page/advocacyday</a></td>
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<td>12- 3/30-4/5</td>
<td><strong>Discuss:</strong> Licensure</td>
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<td>13- 4/6-4/12</td>
<td>Engage in field tasks and discuss in supervision</td>
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<td><strong>4/9- Easter Holiday- Student not in field and not required to make-up hours</strong></td>
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<tr>
<td>14- 4/13-4/19</td>
<td><strong>Read:</strong> Chapter 12</td>
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<td><strong>Discuss:</strong> Endings in Field and transition to next step</td>
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<td>15- 4/20-4/26</td>
<td>Engage in field tasks and discuss in supervision</td>
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<td><strong>Discuss in Supervision:</strong></td>
<td>Final Field Evaluation with emphasis of professional development</td>
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<td><strong>Hand-in Signed Hard Copy of Final Field Evaluation due 4/24</strong></td>
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<td><strong>16- 4/27-5/3</strong></td>
<td><strong>Complete:</strong> Field paperwork and terminate with clients and work</td>
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<td><strong>Read:</strong> Chapter 12 pgs. 222- 228 and discuss I.A.s 12.2</td>
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<td><strong>Hand-in Supervisory Evaluation/Final time Sheets 5/1</strong></td>
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<tr>
<td><strong>EXAM WEEK</strong></td>
<td>Last day to turn in all required field Work 5/8</td>
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