



SCHOOL OF BEHAVIORAL  
& NATURAL SCIENCES  
MOUNT ST. JOSEPH UNIVERSITY

**Course Syllabus  
SWK 330  
Fieldwork I and Seminar**

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**Contact Information:**

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**Course Outline of Record**

**Course Title:** Fieldwork I and Seminar

**Course Number:** SWK 330-S7

**Semester/Year:** Fall 2019

**Prerequisites:** SWK 327, SOC 202, Admission to the Social Work program, and Senior Standing; Ability to navigate and submit assignments via Blackboard

**Credit Hours:** 5

**Class Time:** Saturday, 1:00pm – 3:50pm

**Class Face to Face Meeting Dates:** 01/18; 02/01; 02/15; 02/29; 03/21; 04/04; 04/18

**Catalog Description:** The student spends two days per week in a social agency (for a total of 224 hours during the semester) under the supervision of a worker in the agency serving as field instructor. The seminar is held to help students integrate theory with practice and to guide students to address pertinent ethical and policy issues.

Course Objectives:

**Major Course Objectives:**

Mount St. Joseph University learning outcomes and performance indicators associated with this course are provided in the table below in the right-hand column.

Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2015 EPAS nine core competencies. Listed below (left column) are the course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competencies/practice behaviors. Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

At the end of this course, students will be able to:

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS
1. Develop knowledge of the identity of professional social work and how to conduct oneself accordingly. (C1)	
2. Identify and explain in writing the distinguishing characteristics of social work as a profession as well as the multitude of professional roles in the field of social work. (C1)	
3 Assess and evaluate their own professional growth and development through reflective journaling, modeling, and guided discussions. (C1)	
4. Recognize, discuss, and manage personal values, thoughts, and feelings in professional interactions ("use of self"). (C1)	
5. Communicate effectively, both orally and in writing, in working with systems of all sizes (individuals, families, groups, organizations, and communities, and colleagues). (C1))	LO/Communication 1, 2
6. Use knowledge of self and one's own culture to challenge biases and personal values. (C1, C2)	LO/Socio-Cultural Relationships 1, 2
7. Increase one's knowledge of diversity and difference by learning from clients and identifying client strengths. (C2)	

8. Identify the forms and mechanisms of oppression and discrimination in organizations, institutions, and society and how these forms and mechanisms change. (C3)	
9. Understand social work's historic and current role in working at-risk populations and working towards social and economic justice. (C3)	
10. Recognize the connection between research and evidence-based best practice with systems of all sizes (individuals, families, groups, organizations, and communities). (C2; C4).	
11. Identify gaps in service and use methods to improve service access, efficiency and effectiveness at all levels of practice. (C9)	

## GRADING SCALE

A	89.5% - 100%
B	79.5% - 89%
C	69.5% - 79%
D	59.5% - 69%
F	Below 59.5%

If you are a social work major, you must receive a grade of "C" or better in this course in order for it to count as meeting the requirement for the major

### Required Texts:

The Social Work Practicum: A guide and Workbook for Students, 7thED, Author: Cynthia L Garthwait. Boston: Allyn and Bacon.  
ISBN: 9780133948417

### Academic Honesty Policy:

To access the university's academic honesty policy, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

Cheating on any course work is unacceptable behavior and results in some form of disciplinary action. Plagiarism likewise is unacceptable. Plagiarism is using others' ideas without clearly acknowledging the source of that information. So, to avoid plagiarism, one must give credit whenever one uses another person's ideas, opinions, or theory; any facts, statistics, graphs that are not common knowledge; quotations of another person's actual spoken or written words; or any paraphrase of another person's spoken or written words.

**Inclement Weather Policy:**

To access the university's Inclement Weather Policy, click on the link listed below.

[https://mymount.msj.edu/ICS/icsfs/Inclement\\_Weather\\_Policy-February\\_2019.pdf?target=36c51ef3-99c2-4fde-bcd4-78bd31fb9686](https://mymount.msj.edu/ICS/icsfs/Inclement_Weather_Policy-February_2019.pdf?target=36c51ef3-99c2-4fde-bcd4-78bd31fb9686)

Should class be cancelled for issues related to inclement weather, the student is responsible for checking Blackboard for a makeup assignment.

**Temporary Illness Policy:**

To access the university's temporary illness policy, click on the link listed below.

[https://mymount.msj.edu/ICS/icsfs/Temporary\\_Illness\\_Injury\\_Pregnancy\\_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4](https://mymount.msj.edu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4)

**Disability Policy:**

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, [Meghann.Littrell@msj.edu](mailto:Meghann.Littrell@msj.edu) , Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

**Learning Outcomes and Performance Indicators:**

To access the university's learning outcomes and performance indicators, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>

**Withdrawing From Class:**

The decision to withdraw from a class is significant and may influence a student's academic status and/or financial aid award. All students are encouraged to speak to their instructor and their academic advisor if they are considering withdrawing from a course. The instructor can help decide which course of action is best and direct the student through the appropriate channels.

Any student wishing to drop a class must fill out and submit a drop/add form. To access the university's withdraw/drop policy, click on the link listed below.

[https://mymount.msj.edu/ICS/icsfs/S119\\_PP\\_REV\\_4-17-18.pdf?target=c6556b4e-7ae1-4bee-a80b-05876fe84e36](https://mymount.msj.edu/ICS/icsfs/S119_PP_REV_4-17-18.pdf?target=c6556b4e-7ae1-4bee-a80b-05876fe84e36)

For seven week classes –

- Weeks 1-3 meeting day: No record of dropped class if dropped before the meeting day of 3<sup>rd</sup> week ("W" grade begins the meeting day in week 3)
- Weeks 4-5 meeting day: Grade of "W" for dropped class (Grade of "W" ends the meeting day of 5<sup>th</sup> week)
- Weeks 6-7 meeting day: No drops accepted the day after the 5<sup>th</sup> meeting day

### **Policy on Incompletes:**

If you cannot complete the work for this semester **and** we have discussed this **and** I have approved your request for an Incomplete grade, you must follow the policy designated by the University and complete the appropriate paperwork. Please see the following MSJU undergraduate catalogue link for specific details:

<http://registrar.msju.edu/undergraduate-catalog/rights-policies/academic-policies/grades/>

## **COURSE POLICIES & PROCEDURES**

### **Course Format:**

The class will be structured primarily using "guided- discussion" that will be supplemented with, PowerPoint presentations, student presentation, guest speakers, videos, question/answer, small group activities, Kahoot! Quizzes and class exercises. This will require each student to be prepared for discussion and to bring a critically analytical view and professional discourse regarding their professional experiences, cases, journal discussions and actual practice from their agencies. Assessment will occur via the pre-assignment, homework assignments, and Learning Contract Evaluations..

### **Communications:**

I encourage students to contact me with any questions, comments, or concerns you may have. I monitor my email on a regular basis and will respond within 48 business hours. Please keep this in mind should you reach out for clarification about assignment. In order to protect your confidentiality, I will only respond to student emails that are sent via their Mount St. Joseph University account.

### **Attendance & Participation**

- Attendance will be taken at the start of each class.
- Student participation in class activities is what makes the class a fun and productive learning experience.
- To participate in this course students must be alert and oriented, thus sleeping in class is not an acceptable behavior.
- In class assignments and/or pop quizzes may be given at any time with a minimum point value of 25 points.
- Students are responsible for contacting classmates to get notes and information that they miss due to their absence.
- **Regardless of progress with course assignments, your final grade will drop a full letter grade with 2 absences and two full letter grades with 3 absences.**

- **Students will be withdrawn from the course if they are absent from the course on more than 3 occasions.**

**Participation (or lack thereof) and attitude/effort can also affect attendance grades**

### **Tardiness**

- **Two tardies will count as an absence.** See policy on absences above.
- You are considered tardy if you arrive more than 15 after the posted start date for class. You are also considered tardy if you leave early.
- If you are not present when attendance is taken, you are responsible for seeing the instructor AFTER class to avoid being counted absent.

### **Assignment**

- **Late assignments will not be accepted in this course.** All assignments are due by 11:59pm on the due date specified. At that time the assignment submission opportunity (whether a discussion board, quiz, etc.) will “disappear” in Blackboard.
- Proper grammar, sentence and paragraph structure will be required for all assignments in this course.
- All assignment must be submitted using APA guidelines. If you are concerned about your ability to utilize APA guidelines you are encouraged to seek assistance from the Writing Center on Campus, The Learning Center, Seton Center (SET 156) 513-244-4202
- Any sources used for an assignment must be cited following APA guidelines. If you are unfamiliar with APA guidelines, please review:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- Work should be proofread and spell-checked, as this will affect your assignment grade. Students who struggle with writing are strongly encouraged to use the Writing Center.
- All individual assignments must be submitted via the appropriate submission link in Blackboard and be in .doc, .docx, or .pdf format.
- All quizzes are only assessing content from the reading assigned for that week, unless otherwise specified.
- For assignments to be eligible for full credit, they must meet both the length requirement (if specified) and fully address the prompts given for the assignment.
- There are some reflections and opinion-based assignments in this course. I will not deduct points for disagreeing with you. Whether I agree with you or not, I will deduct points if you do not explain your answers and/or if you do not follow the specific assignment prompt.

### **Class Etiquette**

- Respect and dignity for all students is required. Any display of disrespect will result in dismissal from class.
- All students in this course regardless of major will conduct themselves in manner that is in line with the NASW Code of Ethics

- Students will practice the use of person first language throughout the duration of this course.
- Students will remain open to thoughts, views, and opinions of others that are respectfully presented by their peers. Students do not have to agree with their peers, but will practice “agreeing to disagree.”
- All electronic devices must be on silent and out of sight during class.
- Earphones, ear buds, IPODS, etc. are other examples of electronic devices that are not permitted in class.
- Screen Down Policy- You maybe prompted at certain points in class to access electronic devices, however outside of those occasion laptops are not to be utilized in the class and must be closed during class time.

### **Grades:**

All grades will be maintained in Blackboard’s online grade book. Students are responsible for tracking their progress by referring to the online grade book. Students can generally expect to receive grades and feedback within seven days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

### **Methods of Evaluation:**

Due to the nature of this course, student will be evaluated in two separate ways. The first method of evaluation will be based on their Mid-Field Evaluation. Due to emphasis placed on the student displaying CSWE competencies based on their learning contract, the student must obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation to pass this course and move on the next step of the evaluation. If the student does not obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation, they will receive a D in the course and the course will not be counted toward their Social Work major.

The second step of the evaluation, for those students who obtain the appropriate score on their Mid-Field evaluation, is detailed below. The final letter grade is indicated by dividing points earned by points possible.

<i>Activity</i>	<i>Points</i>	<i>Brief Description</i>
Syllabus Quiz	50	Complete pre assignment prior to our first class
Weekly Time Cards	140	Students will earn 10 points each week for turning in completed weekly time cards.
Journal Entry	140	Students will earn 10 points each week for completing journals.
Orientation Sheet	35	Student will complete Agency Orientation Checklist with Field Instructor and submit via blackboard link.
Learning Contract	35	Student will complete Learning Contract with Field Instructor identifying practice actives to complete over the course of the semester.
Social Media/Electronic Communication Policy	50	Students will write a client facing policy regarding social media and the use of electronic

		communication within the professional relationship
Process Recording	50	Written recording and assessment of interaction with client
Presentation	100	Student will complete 30 minute presentation regarding the agency where they are completing their practicum
Paper	100	Student will complete self-awareness paper
Learning Contract Evaluation	600	Mid-field evaluation score given by Field Instructor multiplied by 10
<b>Total Points</b>	<b>1300</b>	

### Class Activities:

- Weekly Activities:
  - Time Cards- Students are required to record completed hours on official weekly time sheets, which must be signed by the Field Instructor, and turned in via Blackboard on a weekly basis. Your time card are due for each week is due the following Tuesday after that week. For example your first time card due on Tuesday 01/21/20 at 11:59pm, will reflect the hours you completed from 01/13/20 to 01/18/20. Your time card must be signed by you Field Instructor to receive credit for your hours and earn points toward your grade. Should you turn in your completed time card late, you will receive credit for you hours but will earn not points toward your grade. You must turn in a fully completed time card to receive credit for your hours. No timecard, no credit toward your hours.
  - Journal Entries- Due each Tuesday at 11:59pm, reflecting on the student practicum experience the week prior. Student will submit their journal entries each week via Blackboard under “Journal” tab. Each journal but be at least 500 words. Students are encouraged to develop their journal in a word document so they can utilize the word count and grammar/spelling check tool. They will then copy and paste the final document into the journal entry. Student coverage each prompt fully and meet the word count requirement to receive full credit.
- In Class Activities
  - Ethics In Action- Most class sessions students will be presented with written/verbal/video vignettes that present an ethical dilemma. Student will work in small groups to identify the NASW Code of Ethic that has been violated and brainstorm ways the situation could have been handled differently.
  - Licensure Prep- Most class session students will be provided an opportunity to response to various types of questions that could be asked as a part of the ASWB Bachelors exam. Students will utilize Kahoot! to response to the questions. Group discussion will also take place on test taking skill and applying for an LSW.



- Social Media Audit- Students will conduct an audit of their personal or professional social media account. They will then discuss what a client or prospective employer might conclude about them if they viewed accounts associated with their name.
  
- Practicum Forms- Please see field manual or Blackboard for forms
  - Agency Orientation Checklist: Due 01/28/20 via Blackboard
  - Learning Contract: Due 02/04/20 via blackboard
  - Mid-Field Evaluation:  
Mid-Field Evaluation will take place during the last 2 weeks of your Field on placement. Based on the Learning Contract submitted on 02/04/20, the student and the Field Instructor will evaluate student performance. Director at field education will be present for the review of the Evaluation.
  
- Assignments
  - Social Media/Electronic Communication Policy-  
For this assignment, each student will be required to write a Professional Social Media/Electronic Communication Policy. The goal of this policy is to inform clients and colleagues about when, how, and why you may or may not use social media or other forms of electronic communication. The policy must address/incorporate:
    - NASW Code of Ethics
    - Ohio Laws and Rule
    - Confidentiality and Privacy
    - Dual Relationships
    - Conflicts of Interest
    - Common online activities (connecting, communicating, commenting, searching, sharing digital content)
    - Texting/Instant Messaging
    - Emailing
  
  - Process Recording  
Students will utilize the Process Recording form in Blackboard. The student may elect to write the recording about a client interaction or staff consultation they had ongoing verbal engagement in. After completing the written portion of the recording, student should review recording with the Field Instructor and solicit written feedback directly on the form. Students will upload the form, with the Field Instructors written feedback, by the due date assigned on the course schedule. The purpose of this assignment is to increase the student's awareness to the following areas:
    - Dialogue
    - Skills Used
    - Gut Reaction
    - Analysis

- Supervisor's reflection
- Agency Presentation-  
Each student will complete a 30 minute power point presentation on their practicum agency. Student should generate this presentation for an audience that has no knowledge of the agency or program. The goal of the presentation is for the audience to having a solid understand of your agency/program by the end of the presentation. Your presentation will need to include the information below:
  - Agency Mission and Values
  - Agency/program budget and funding source
  - Agency/program location and hours
  - Types of professional employed
  - Target Population Served
  - Services offered
  - How to access services
  - At least one Evidence Based Practice used by the Agency/program
 Student will need to include at least 2 peer reviewed articles during the presentation. All references will be cited utilizing APA 6th edition standards. Students should utilize in text citations as well as provide a reference page slide(s). Due date for assignment will vary depending on when student is selected to present. See presentation schedule on Course Calendar.
- Self-Awareness:  
There is an ongoing need for the practice of self-awareness as a Social Worker. Due to this, students will compose a 3-5 page paper, not including references or title page, identifying the population they have struggled to engage with during their practicum experience. Should the student not be able to identify a population since entering practicum, they will focus this paper on a population they believe they will struggle to serve in the future. The paper should include the following:
  - Definition of self-awareness
  - Why self-awareness is important in the field of Social Work
  - Identification of the population they have struggled to serve/engage
  - Reflection on the student attitude, values, and belief systems and the impact it has on serving the identified population
  - At least 2 evidenced based practices that target their identified population
 Students will need to include at least 2 peer reviewed articles in their paper.

### **APA Documentation:**

All work must be submitted in APA format. This includes citing your sources! If you do not cite, this is considered plagiarism. If you need assistance with APA formatting, please review the For example, do not cut/paste from the web in your discussion posts. If you need assistance with APA formatting, I encourage you to review Purdue Owl APA website:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Papers must include:

1. Title Page
2. 12-point font, Times New Roman, double spacing, 1 inch margins, page numbers
3. Reference page, and don't forget in text citations.

Additionally, students who have their papers reviewed by The Writing Center prior to submission, will have an additional 5 points added to their total score. To receive the 5 points, the professor must receive verification from The Writing Center that the paper was reviewed prior to submission. For more information review their page on My Mount:

[https://mymount.msje.edu/ICS/MSJAcademics/Learning\\_Center/Writing\\_Center.jnz](https://mymount.msje.edu/ICS/MSJAcademics/Learning_Center/Writing_Center.jnz)

Field I Class/Assignment Schedule			
<u>Class</u> /Due Date	Reading/Topic/Book Chapter(s) Covered	Assignment(s) Due	Point Value
01/12	Field Manual/Syllabus	Pre-Assignment	50
<b>01/18</b>	Chapter 2- Learning Contracts Social Work Jargon	None	
01/21		Week 1: Time Sheet Week 1: Journal Entry	10 10
01/28		Agency Orientation Checklist Week 2: Time Sheet Week 2: Journal Entry	35 10 10
<b>02/01</b>	Ethics In Action Social Media Audit Chapter 5 Licensure Prep	None	
02/04		Learning Contract Week 3: Time Sheet Week 3: Journal Entry	35 10 10
02/11		Week 4: Time Sheet Week 4: Journal Entry Social Media/Electronic Communication Policy	10 10 50
<b>02/15</b>	Ethics In Action Competency Presentation By Field II Licensure Prep	None	---
02/18		Week 5: Time Sheet Week 5: Journal Entry	10 10
02/25		Week 6: Time Sheet Week 6: Journal Entry	10 10
<b>02/29</b>	Ethics In Action Chapter 15- Evaluation Licensure Prep	None	---

03/03		Week 7: Time Sheet Week 7: Journal Entry	10 10
03/10		Week 8: Time Sheet Week 8: Journal Entry	10 10
03/17		Week 9: Time Sheet Week 9: Journal Entry Process Recording	10 10 50
<b>03/21</b>	Ethics In Action Competency Presentation By Field II Licensure Prep	None	---
03/24		Week 10: Time Sheet Week 10: Journal Entry	10 10
03/31		Week 11: Time Sheet Week 11: Journal Entry	10 10
<b>04/04</b>	Ethics In Action Mock Interviews Licensure Prep		
04/07		Week 12: Time Sheet Week 12: Journal Entry	10 10
04/14		Week 13: Time Sheet Week 13: Journal Entry	10 10
<b>04/18</b>	Ethics In Action Agency Overview Termination Activity	Agency Presentation #1 Agency Presentation #2	(100) (100)
04/21		Week 14: Time Sheet Week 14: Journal Entry	10 10
04/28		Self-Awareness Paper	100

### **Bibliography (selected readings)**

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- Baines, D. (2008). Race, resistance, and restructuring: Emerging skills in the new social service. *Journal of Social Work*, 53, 123-131.
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- Boeham, A. (2002). The functions of social work in empowering: The voices of consumers and professionals. *Journal of Social Work*, 47, 449-460.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Journal of Social Work*, 52, 63-70.
- Chapman, D. (2007). Effectiveness of advanced illness care teams for nursing home residents with dementia. *Journal of Social Work*, 52, 321-329.
- Danis, F. (2003). The criminalization of domestic violence: What social workers need to know. *Journal of Social Work*, 48, 237-246.
- Deal, K. H. (2002). Modifying field instructors' supervisory approach using stage models of student development. *Journal of Teaching in Social Work*, 22 (3/4), 121 – 137.
- Dennison, S. (2007). Students' perceptions of social work: Implications for strengthening the image of social work among college students. *Journal of Social Work*, 52, 350-360.
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- Everett, J (2007). Frontline worker perception of the empowerment process in community- based agencies. *Journal of Social work*, 52, 151-159.
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- Hohman, M. (2004). Methamphetamine abuse and manufacture: The child welfare response. *Journal of Social Work*, 49, 373-381.
- Itzhaky, H (2002). Showing results in community organization. *Journal of Social Work*, 47, 125-131.
- Mattison, D. (2002). Client or former client? Implications of ex-client definition on social work practice. *Journal of Social Work*, 47, 55-64.
- Messinger, L. (2004). Comprehensive community initiatives: A rural perspective. *Journal of Social Work*, 49, 535-546.
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- National Association of Social Workers. (2017). NASW code of ethics. Retrieved August 15, 2019, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Nybell, L. (2004). Race, place, space: The meaning of cultural competence in three child welfare agencies. *Journal of Social Work*, 49, 17-26.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Journal of Social Work*, 48, 121-123.
- Ruffolo, M. (2006). Developing a parent-professional team leadership model in group work: Work with families with children experiencing behavioral and emotional problems. *Journal of Social Work*, 51, 31-38.
- Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian: The parent experience. *Journal of Social Work*, 49, 109-118.
- Wayne, R. (2004). Special section: Field education in social work - Legal guidelines for dismissing students because of poor performance in field. *Journal of Social Work*, 40, 403-415.
- Zhang, W. (2007). Information technology acceptance in the social services sector context: An exploration. *Journal of Social Work*, 52, 221-231.

Pre- Assignment- Due 01/12/20 by 11:59PM

Utilize your syllabus and Field Manual to complete the following quiz. Please submit your quiz using the link on Blackboard labeled "Assignment Submissions. This assignment is worth 50 points.

- 1 All assignments are due by 9:00PM on the due date specified.

True

False

- 2 It is the end of the semester and Sally has performed well in her SWK 328 class. Based on the points she earned from her assignment, she should have earned a "B." However she was absent from class on 2 occasions in addition to being tardy on 2 occasions. What will Sally's final grade be?

C

B

D

F

- 3 If I turn in my assignment after the posted due date, the assignment will be accepted and 10 points will be taken off the final letter grade.

True

False

- 4 Students are encouraged to contact me with any questions, comments, or concerns they may have. I monitor my email on a regular basis and will respond within \_\_\_\_ business hours.

48

12

36

24

- 5 All assignments will be turned in via Blackboard unless otherwise indicated by the instructor.

☐

True

☐

False

- 6 What is the email address of the professor teaching this course?

- 7 Fill in the Blank:

To avoid plagiarism, all work must be submitted using \_\_\_\_\_ format.

- 8 Fill in the blank:

Students who have their papers reviewed by The Writing Center prior to submission, will have \_\_\_\_ points added to the paper's final score.

- 9 Circle all that apply-

What assignment is due on 03/17/20

Process Recording

Self Awareness Paper

Journal Entry

Time Sheet

- 10 This course operates under a \_\_\_\_\_ Down Policy.

Head

Eyes

Screen

Hands

- 11 Students are not allowed to transport Clients as a part of their fieldwork.

True

False



- 12 It is the responsibility of the \_\_\_\_\_ to ensure that Weekly Timesheets are signed by all appropriate parties and submitted by the due date.

Field Instructor                      Task Instructor                      Student                      Director of Field Education

- 13 If I receive below a 69.5% on my Mid-Field/Final Field Evaluation, but turned in all my Field Seminar assignments I will be able to pass the course.  
True                      False

- 14 Student should complete \_\_\_\_ hours weekly at their Field Placement.  
24      12      16      8

- 15 Students are allowed \_\_\_\_ personal days per semester.  
1      2      0      3

- 16 What is the due date for the signed Learning Contract?

- 17 Travel time from the student's home to their practicum counts toward their practicum hours.  
True                      False

- 18 Sally is in her 13th week of practicum and realizes her placement agency will be closed on Thursday and Friday for Thanksgiving Holiday. These are the days of her regular scheduled practicum hours. Sally used her two personal days in weeks 2 and 7, due to transportation issues. What advice would you give Sally?

- 19 How many tasks must a student select for each practice dimension on their Learning contract?

1                      2                      3                      4

- 20 If a student is going to be late or absent from field placement, who must they notify?

Field Instructor                      Director of Field Education                      Parents                      Clients