FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:
This is a supervised field practicum experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses to work with individuals, families, groups, and communities as a beginning generalist. Professional behavior, demonstration of social work ethics, use of the problem solving process, practical application of interviewing and recording skills, use of community resources and knowledge of the agency’s fit in the human service delivery system are highlights of the course. Students spend four days per week in a block practicum for a total of 480 clock hours for the semester.

The field practicum is provided in collaboration with human/social service agencies forming an integral part of the preparation of students for professional practice in social work. The baccalaureate field experience emphasizes generalist social work practice at the micro, mezzo and macro levels. The learning experiences should be as broad as possible.

The student and field instructor will cooperatively develop an individualized learning agreement using a provided instrument. This agreement details the opportunities/activities that will permit the student to demonstrate the knowledge, values and skills that supports the attainment of the program competencies. More than one competency can be related to any particular learning opportunity. Field assignments must provide opportunities for students to apply and gain a greater understanding of the relationship between theory and practice. Field experience should enhance a student’s ability to complete related course assignments. Site specific opportunities/activities will vary for each student.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.
BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of differences as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners

Course Core Competencies and Related Practice Behaviors

The field practicum measures all 35 practice behaviors selected by the BSW program.

<table>
<thead>
<tr>
<th>Competencies</th>
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<tr>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.</td>
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<td>Educational Policy 2.1.3 --- Apply critical thinking to inform and communicate professional judgment</td>
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<td>Educational Policy 2.1.4—Engage diversity and difference in practice.</td>
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<td>Educational Policy 2.1.5—Advance human rights and social and economic justice.</td>
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<td>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</td>
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<tr>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
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<tr>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<tr>
<td>Educational Policy 2.1.9—Respond to contexts that shape practice</td>
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<tr>
<td>Educational Policy 2.1.10(a)—Engagement</td>
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<td>Educational Policy 2.1.10(b)—Assessment</td>
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<td>Educational Policy 2.1.10(c)—Intervention</td>
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<td>Educational Policy 2.1.10(d)—Evaluation</td>
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Required Textbook:
BSW Field Manual and In-Class Handouts

COURSE OBJECTIVES:
This course will address the following objectives:
A student who successfully completes this course will demonstrate the following competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Course Rationale Relative to the Rest of the Curriculum:
Field education is related to the entire curriculum. Field education is where students put into practice the knowledge, values, and skills that have been taught in the classroom. It requires that students demonstrate understanding and acceptance of attitudes, values, and ethical principles fundamental to professional social work. Connections between the classroom and actual practice are augmented with practice, research, policy, human behavior and the social environment, and diversity courses.
Teaching Strategies

Research indicates that learning among adults occurs when cognitive, affective, and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following methods will be utilized in this course:

A. Cognitive Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation, supervisory conference, and demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments.

B. Affective Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation review, supervisory conference, demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments. Through these activities, students will examine their reactions, including new learning and areas for improvement, that impact service delivery and interventions with various client systems.

C. Experiential Methods

Students will utilize their practice setting to apply generalist social work knowledge, values, and skills, as well as develop awareness of diversity and oppression on various populations-at-risk. In addition, students will demonstrate interviewing techniques of the General Method and community resources and the appropriate utilization of these resources. Moreover, in their practice setting they will utilize various assessment tools, including research to provide culturally relevant and appropriate services to their clients.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class.
If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

**Course Requirements and Evaluation Criteria:**

The BSW foundation field practicum focuses on generalist practice with individuals, families, groups, communities and organizations. The practicum is designed to enable students to utilize the liberal arts base and integrated knowledge of human behavior, social policy, research, practice methods, values and ethics, diversity, populations-at-risk and economic and social justice within a systems framework at the beginning generalist level. Field Instruction days at the agency are Monday through Thursday. Interns are required to attend Field Practicum Orientation. Students may not schedule other courses during field instruction agency hours. Students earn 480 clock hours during the semester to satisfactory complete the field practicum. Placements are selected to provide the best opportunities for supporting and integrating course content from a generalist practice perspective.

Students will be assigned tasks in the agencies that allow them to work with individuals, families, groups, communities and organizations and to discover how these activities relate to social work. The range of appropriate tasks for BSW students include, but are not limited to, the following: (1) work with agency clients, individually, or as a part of a group, with an appropriately sized caseload, (2) community resource development, (3) client advocacy, (4) inter-agency cooperation, (5) inter-disciplinary collaboration, (6) interviewing, (7) use of the problem-solving process, (8) client referral, (9) intake, (10) case management and (11) supportive counseling. In general, BSW field instructors should use these kinds of tasks to facilitate growth, development or change in their students during the field practicum.

In the beginning weeks, the student will become oriented to the agency, staff roles, the field of practice, the community, and the client population. Students focus on professional role identity and the formalization of professional behaviors. They learn how to identify as a professional social worker and conduct self accordingly.

BSW students at Fayetteville State University typically are college aged young adults. They have generally not had work experience at the professional level. They will need clear directions as to agency expectations in the areas of dress, attendance requirements, agency policies and procedures, both formal and informal, chain of command, supervisory expectations and appropriate behavior with clients and the agency personnel. Social workers in the agency and other professional serve as mentor and role models for what is considered professionally appropriate. Students are on a developmental path as they transition from student to professional. Direct supervision and consultation are crucial to their success.

Assigning the final letter grade is the responsibility of the faculty liaison. Although the final grade represents field seminar performance is also considered, The faculty field liaison has the discretion to lower a student’s final grade for: (1) failure to turn in on time all time sheets, the learning contract,
assignments, or any additional course requirements; (2) failure to complete any assignment or a course requirement; (3) failure to attend and/or participate in field seminar; (4) inconsistencies in student performance between field placement and field seminar; and (5) failure to complete the minimum 480 field placement hours.

- Students must complete a minimum of 32 hours, four days per week, totaling a minimum of 480 clock hours for the semester. Any time missed must be made up.
- Students must not end their field placement any earlier than finals week of the semester.
- Student will submit a completed learning agreement to their field liaison.
- Students are expected to submit weekly time logs in the integrative field course.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Documentation and Completion of Minimally 480 Clock Hours (Bi-Weekly Time Logs)</td>
<td>50%</td>
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<tr>
<td>The Learning Contract</td>
<td>20%</td>
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<tr>
<td>Mid-Term Evaluation</td>
<td>10%</td>
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<tr>
<td>Final Evaluation</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<tr>
<td>W</td>
<td>Withdrew by due date</td>
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</table>
Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.
Academic Support Resources:

Smart Thinking:

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
• use of tobacco products
• monopolizing discussion
• persistent speaking out of turn
• distractive talking, including cell phone usage
• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence

Classroom Etiquette
• 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
• 2. Students are not permitted to sleep in class.

Academic Grievance Process
As indicated in the university Student Handbook, A student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student,
one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

Course Outline and Schedule:
The field practicum takes place in an agency based setting and follows the schedule of the agency. The filed placement calendar serves as a guide as the student moves through the placement. **All competencies and practice behaviors are measured via the field contract and field evaluation.**

**Field Placement Calendar (To be inserted)**

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<th>Date</th>
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Suggested Readings:


