Semesters: Spring 2021
Instructors: Jean Sienkewicz (Field Education Coordinator); Charlotte McCorkel, Greeta Soderholm (Faculty Field Liaisons)
Credits: 6 credits per semester
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Phone: 802-656-8800
Office hours: By appointment
Preferred mode of communication: Email
Usual email pattern: M-F 9am-5pm

Co-requisite: Spring: SWSS 169 and SWSS 172
Pre-Requisites: SWSS 002, SWSS 004, SWSS 60, SWSS 147, SWSS 148, SWSS 164, SWSS 165, SWSS 166, SWSS 163, SWSS 168 and SWSS 171

COURSE DESCRIPTION

This is the second of a two-semester course that takes place outside the traditional classroom environment and inside local community human/social service agencies. Students are placed in approved social work field sites with professional trained social work supervisors. They have one placement throughout the academic year and complete a minimum of 340 hours.

(Note: In previous years, students have been required to complete 450 hours. Because of COVID-19, however, the minimum required hours for AY 2020-2021 has been reduced to 340.)

This social work field experience will provide students with an educationally-based, hands-on experience grounded in our program’s philosophy highlighting our commitment to human rights, social, economic, and environmental justice, and critical social construction.

(Note: Due to COVID-19 precautions, “hands-on” can and should take remote projects into account. For AY 2020-2021, there is no limit on the number of a student’s total placement hours that can be completed remotely.)

Students will integrate more specifically: 1) the development of an ongoing and deeply self-reflective professional approach to the work, 2) learned (and still-learning) social work knowledge, skills, and values typically associated with our unique profession, and 3) an unrelenting focus on relational and authentic connections with clients, colleagues, the community, and the world.
The primary objective of the undergraduate field education curriculum in an accredited undergraduate program is to provide a foundation in generalist social work practice. Specific objectives include working with individuals, families, groups, organizations, and communities from a person-in-situation perspective and developing broad service coordination skills. All students are expected to move along a continuum from beginning social work skills to increasingly complex skills. The successful completion of this course indicates a student’s ability to apply for Advanced Standing Master’s Degree Programs.

COURSE OBJECTIVES & SOCIAL WORK COMPETENCIES

After completing this course, students will be able to:

- Contextualize generalist social work practice within the particular field placement setting that they are learning in.
- Engage field assignments from a self-reflective professional practice stance
- Make connections between classroom and field experience learning from the philosophical frame of the program.
- Engage in evaluation based on the nine social work generalist competencies described below

These course objectives align with items in bold in the following list of nine social work competencies that CSWE requires you to master by the time you graduate from the social work program:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

REQUIRED COURSE MATERIALS

Students are required to read the UVM Department of Social Work Field Education webpage and sign the document that says they are aware of the contents and policies within.

LEARNING METHODS & RATIONALE

Students will be learning in a practicum environment, supported by faculty field liaisons and community social workers. They will complete several written assignments (below) and will be expected to demonstrate social work practice and receiving feedback on an ongoing basis.

1 Council on Social Work Education (CSWE) 2015 Educational Policies and Accreditation Standards (EPAS).
LEARNING ASSESSMENT ASSIGNMENTS

Table 1. Spring Assignments, Deadlines and Grading

<table>
<thead>
<tr>
<th>Spring Learning Assessment Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Completion of Field Hours (340)</td>
<td>May 11</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation in Field Seminars with Faculty Field Liaison</td>
<td>Monthly (Feb-April)</td>
<td>20</td>
</tr>
<tr>
<td>Learning Agreement Addendum (review and completion of any updates and revisions to LA)</td>
<td>March 5</td>
<td>10</td>
</tr>
<tr>
<td>Anti-Oppressive Practice Assignment</td>
<td>March 5</td>
<td>10</td>
</tr>
<tr>
<td>Process Record with Field Instructor feedback (if not completed Fall 2020)</td>
<td>March 12</td>
<td>Up to 5</td>
</tr>
<tr>
<td>Process Record with Field Instructor feedback</td>
<td>April 9</td>
<td>5-10</td>
</tr>
<tr>
<td>Ending Evaluation</td>
<td>May 11</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

UVM Grading System

Excellent: A+ 97-100  Good: B+ 87-89  Fair: C+ 77-79  Poor: D+  Failure: F
A  94-96           B  84-86         C  74-76       D  AF Administrative Failure
A-  90-93         B-  80-83        C-  70-73       D-  XF Academic Dishonesty

Incompletes: A grade of incomplete (INC) may be assigned when course work is not completed for reasons beyond the student's control. Incompletes may be approved for the following reasons: medical, personal tragedy or academic.

Assessments (Graded Work)

I. Field Hours

Purpose and Brief Description: Students are expected to complete 340 hours in their approved and confirmed field placement. Policies that guide these hours can be found on the [UVM Department of Social Work Website](https://www.uvm.edu/socialwork).
Evaluation Criteria: Students will negotiate a weekly field schedule with their field instructor so as to complete 340 hours before May 11. Students will read and adhere to the field policy (see UVM Dept. of Social Work Field website) on hours in the field.

II. Learning Agreement/Addendum

Purpose and Brief Description: Almost immediately students and field instructors will begin talking about the work they will be doing together in the semesters ahead. It is, however, highly unlikely that this is the first time the conversation or the thinking about “student assignments” has happened. Field instructors would have discussed assignment possibilities in their annual application for site approval, students and field instructors would have talked about assignments during the interview, and field instructors probably would have already talked with agency/organization colleagues prior to the start of the school year. The learning agreement formalizes and expands on those discussions.

This is a student assignment. However, it requires significant input from the field instructor. In reality, it is a deeply relational document. It is created at the very beginning of the student - field instructor relationship. It is a wonderful opportunity for collaboration, curiosity, discovery, exploration, visioning, agreement, and for the building of authentic connections. The student becomes the document writer and the field instructor is the consultant. Please go to the Field Education page of UVM’s Department of Social Work website for guidance on this assignment.

The beginning of the spring semester offers the opportunity for revisions and updates to the original Learning agreement (Learning Agreement Addendum).

III. Process Record Assignments

Purpose and Brief Description: These assignments are an invitation for students to engage in a time-honored tradition in social work education. For years and years, social work field instructors have been assigning process records and students have responded by engaging in this dynamic thinking, writing, and feedback process. Please note, process records are one of the tools field instructors/ supervisors use in supervision with students—they are not simply an assignment for your liaison. In our programs, students complete this assignment three (3) times over the course of the academic year.

(Note: In previous years, students have been required to complete 4 process records over the course of the academic year. However, because of COVID-19 and the reduced number of required field hours, only three (3) process records are required for AY 2020-2021.)

These assignments are explicit in their focus on helping students develop a solid self-reflective practice. They enable students to look deeply and specifically at a single practice interaction by writing a verbatim recording of what was said and observational recording that coincides with that. Students provide their own comments about their work using the structured outline below.

Equally as important to the student writing is the field instructor and faculty field liaison feedback. Therefore, this assignment is clearly a process that values the generative and collaborative thinking that often (if not always) results in an increase in the quality of student work.
Please keep in mind that process records are not intended to become a part of a client’s record but rather part of the education record of the student. Because of this, preserving the confidentiality of the client(s) and other professionals involved in the recorded interaction is extremely important. Actual names or other identifying information must either be omitted or disguised.

Guidance for how to complete the assignment can be found on the Field Education page of the UVM Department of Social Work website.

V. Anti-Oppressive Practice Assignment

Purpose and Brief Description: There are multiple places in any social work curriculum where students look specifically at practice skills and philosophical approaches to our work with people and systems through an anti-oppressive lens. In an attempt to help integrate Practice and Field along this framework, we are asking students to begin a conversation with their field instructors about the anti-oppressive practices in their agency.

Students will work with their field instructor(s) to help them identify anti-oppressive practices and perspectives utilized in their program and organization. Faculty field liaisons will offer several handouts to ground the discussion, which consists of working through the “Seven Principles of Oppressive Practices (adapted by C. Cuddy from Brisebois & Gonzales-Prendes work in 2014) and record/submit to your field liaison a summary of salient points from that discussion.

V. Ending Evaluation

Purpose and Brief Description: Social work students and their field Instructors, along with on-site supervisors (if that is a different individual), are expected to participate in a formal evaluation at the end of April or the beginning of May. The content and the timeliness of the evaluation will be considered in assigning the final grade. There is a form and discussion prompts available on the UVM Department of Social Work Field Education webpage.

COURSE OUTLINE AND SCHEDULE

<table>
<thead>
<tr>
<th>Field Seminar #1</th>
<th>Friday, February 5</th>
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<tbody>
<tr>
<td>Learning Agreement Addendum due</td>
<td>Friday, March 5</td>
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<tr>
<td>Anti-Oppressive Practice Assignment due</td>
<td>Friday, March 5</td>
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<tr>
<td>Field Seminar #2</td>
<td>Friday, March 12</td>
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<tr>
<td>Process Record due (if not completed Fall 2020)</td>
<td>Friday, March 12</td>
</tr>
<tr>
<td>Process Record due</td>
<td>Friday, April 9</td>
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<tr>
<td>Field Seminar #3</td>
<td>Friday, April 23</td>
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<tr>
<td>Completion of Field Hours due</td>
<td>Tuesday, May 11</td>
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<tr>
<td>Ending Evaluation due</td>
<td>Tuesday, May 11</td>
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UNIVERSITY AND COURSE POLICIES

Student Rights and Responsibilities

Students are responsible for knowing and observing all UVM policies regarding student rights and responsibilities. These policies address the following: Academic Integrity, Class Attendance, Athletic-Academic Conflicts and Religious Holidays. Likewise, social work faculty and students are responsible for knowing and observing the Classroom Code of Conduct. This is the link to these policies on the UVM website: http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/.

Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Difference and Diversity

In keeping with the program's commitment to promote diversity, human rights, social and economic justice and clients' strengths in its conceptualization and implementation, the courses in the Department of Social Work will affirm and respect difference. Explicit attention will be given but not limited to the intersectionality of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (Competency 2, CSWE 2015 EPAS).

This affirmation will be apparent in the construction of the course objectives and course assignments, the selection of course materials and the instructor's ongoing attention facilitating a respectful, engaged learning for all students. Of particular significance, students and faculty should "apply self-awareness and self-regulation to manage the influence of personal biases and values in the classroom and in communicating about and working with diverse clients and constituencies (Competency 2).

Freedom of Expression & Speech, and Respectful Dialogue

Due to the topics of this course, some readings and discussions may be emotionally challenging or evoke controversial ideas. Considering and engaging multiple, complex positions is a necessary dimension of the discursive processes and applied learning in social work education. Moreover, as employees of a public university, UVM faculty must seek to protect everyone's First Amendment rights and the free speech exceptions established by the Supreme Court.

2 https://www.archives.gov/founding-docs/bill-of-rights-transcript#toc-amendment-i
Respect for difference and diversity is to be demonstrated toward all members of the class, whether or not agreement exists among the positions taken on an issue. This is an integral part of engaging difference and diversity in social work practice and of participating professionally in the collaborative learning processes of social work courses.

For further understanding of the ethical standards, values and norms informing these policies, see: the NASW Code of Ethics (2017), the university’s Our Common Ground, the core philosophy of the Department of Social Work and the United Nations Universal Declaration of Human Rights, specifically Article 9.

4 http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html
5 https://www.uvm.edu/cess/socialwork/about_us