

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is the first of a two semester (600 hour) internship in a social work agency. During this course students will participate in Learning activities in which they will develop and demonstrate holistic competency (including the four dimensions of: knowledge, values, skills, and cognitive and affective processes) of all nine specialized - Clinical Competencies outlined within the curriculum of the BYU MSW program. Students will be provided Agency Field Instructors within their assigned field internship agencies and will establish, with the help of their Agency Field Instructors within their assigned internship agencies, the days and times each week they will be expected to complete their field education hours. It is required that the in-agency Field Instructor meet with students for **one hour of individual supervision each week** and at other times as needed.

As a companion class to Soc W 655R, students will be enrolled in Soc W 615R. During this course students will meet in integrative field seminars as a group on a weekly basis with a faculty member to discuss the integration of class material and case situations encountered in the agency setting.

BYU MSW Field Education Administration Mottos:

- "We are Tough on Policies; Tender on People."
- "We will only do for one student/client what we are willing to do for all."

Materials

Item

Price
(new)

Price
(used)

Grading Scale

Grades	Percent
A	96%
A-	93%
B+	89%
B	86%
B-	83%
C+	80%
C	75%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

CSWE 2015 Competency 1: Demonstrate Ethical and Professional Behavior

Specialized practitioners:

- Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- Utilize supervision and consultation to enhance and improve clinical social work practice.

Links to BYU AIM: Character Building (integrity, social justice)

CSWE 2015 Competency 2: Engage Diversity and Difference in Practice

Specialized practitioners:

- Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- Identify and utilize clients and constituencies as experts in their own treatment.
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.

- d. Provide effective clinical social work services to diverse clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

CSWE 2015 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Specialized practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and therapeutic interventions with clients.
- b. Advocate at micro, mezzo and/or macro levels for mental health issues.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)

CSWE 2015 Competency 4: Engage In Practice-informed Research and Research-informed Practice

Specialized practitioners:

- a. Use research and evidence based practice to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence based practice.

Links to BYU AIM: Intellectually Enlarging (competence)

CSWE 2015 Competency 5: Engage in Policy Practice

Specialized practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Specialized Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Intellectually Enlarging (competence)

CSWE 2015 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Critically evaluate, select, and apply evidence based practice in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

Links to BYU AIM: Lifelong Learning and Service (service)

CSWE 2015 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specialized practitioners:

- a. Critically analyze, monitor, and evaluate clinical intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions.

Links to BYU AIM: Intellectually Enlarging (competence)

Grading Policy

This course, 655R, is part one of a two part sequence, the other part to be taken Winter Semester. **Grading for Fall Semester in 655R is a letter grade.** The Director of Field Education will determine exceptions to this policy as deemed appropriate. SocW 615R must be taken concurrently with SocW655R.

As Field Education is in preparation for real life professional work, all assignments turned in late past the due date will receive an automatic **50%** deduction. If there are any extenuating circumstances, illnesses etc., please communicate with the instructor as soon as you can.

Participation Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters; it is expected that students will complete 300 internship hours Fall semester, and 300 internship hours Winter semester. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600 F/W) as possible in "In-Agency" activities and in-person direct contact with clients and constituencies.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Problems proceed policies. Please prevent policy proliferation by proactively preventing problems.

Please take Note of the following Field Education Participation Policies:

Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar.

Electronic Devices: The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during this or any field course unless specifically approved by the instructor. Cell phones are to be turned off during class. Use of electronic media during class will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor. The seminar instructor reserves the right to make changes to this policy on a case-by-case basis as deemed appropriate.

Field Education Administrative Team Approach: The BYU School of Social Work Field Education Department utilizes an Administrative Team Approach. Information regarding your field internships, field performance, and anything that could/may potentially impact your internship attendance or performance will be shared with members of the Field team. The Field Education team consists of: The Director of Field Education, the Field Liaison, and the School of Social Work Program Manager. Weekly ongoing administrative assistance and support is provided by the School of Social Work Program Manager who attends Field Team meetings. If the Director of Field Education has a meaningful concern related to any Field Education related matter, such information may be shared with the Director of the School of Social Work. Narrative responses to Monthly Time and Reflection Logs may be read by either the Director of Field Education, the Field Liaison, or both.

Respect: Per this syllabus, all students and field faculty are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or field faculty member feels they are not being treated with respect they are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Field Director or the Director of the School of Social Work as appropriate.

Faculty are to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, and personal growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW and Field handbooks; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Students are to treat faculty with respect which includes, but is not limited to: fully participating in courses and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to faculty designed for educational and professional growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Learning Environment: BYU seeks to provide a learning environment where students are taught through both intellectual and spiritual avenues. In order to have a classroom environment that is conducive to teaching and learning by the Spirit, kindness, civility, and respect for one another (students and faculty) are imperative. For this reason, contentious, demeaning, demanding or argumentative remarks and behaviors are not appropriate in this course. Differing opinions and feedback are welcome; they are to be shared in a respectful, kind, non-contentious, non-demanding and non-aggressive manner. All students and faculty participating in this course agree to conduct themselves and interact with each other in ways that will add to, and not distract from, the spiritual environment of this course and classroom.

Professionalism: At this level of education, it is expected that students will demonstrate a professional attitude in work, classroom behavior, interactions, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, the fostering of a positive learning environment, confidentiality, etc. Points will be deducted from the participation points and/or final grade for unprofessional conduct as determined by the professor.

Confidentiality: The strictest confidentiality is to be maintained in all Field/Internship courses. Clients should ONLY be identified in field related discussions or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in class is NOT to be shared out of class in any form whatsoever (verbal, writing, audio, picture, social media, Zoom, etc.). ANY mention of a student's internship on ANY social media platform whatsoever is deemed to be inappropriate per this syllabus and could result in failure of this Field Education/Internship course.

Children in Class: "The School of Social Work encourages and supports parents in their academic preparation, and recognizes the challenge of making appropriate care arrangements for children. However, due to the potential distraction of having a baby or child in the classroom, the general rule is that they do not accompany parents in the classroom. Additionally, we encourage parents to have a back-up plan in place for the occasional and unplanned illness or family emergency. If, as a last resort, you must bring the child to class, please contact the course instructor in advance to obtain permission. If approved, it is the parent's responsibility to ensure that the child is not a distraction to other students or the instructor." (See BYU MSW Student Handbook)

Online Attendance: BYU does not have an online MSW program option. The use of BYU's Zoom account/program as a tool for attendance in any field education course will be utilized only as mandated by the University Administration. Zoom attendance is not an alternative option for increased convenience or leniency in attendance. When participating in a field education seminar via Zoom a student agrees to: watch the seminar in a private and secure location where no other individual can hear any of the seminar discussion, preferably in a private office at their internship location; not share or record the seminar in any format whatsoever; mute the seminar should any other individual enter the room; and behave, speak, and dress in the same manner they would if they were attending the seminar at its location of origination. Face-time, Skype, Duo, or any other online video sharing/program is not approved for use in this course.

Attendance Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships, to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person direct contact with clients and constituencies.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Assignments

Assignment Description

Fall Field Orientation Exam (LS) (C1-9;KVSP)

Sep

16

Due: Saturday, Sep 16 at 11:00 pm

Students will review the SocW 615R and SocW 655R syllabi prior to taking this exam. This is an "open syllabus exam". A score of 100% on this exam is required to pass this course. Students may take the exam as many times as needed in order to obtain a 100% score.

Internship Completion Plan (LS) (C1;KP)

Sep

23

Due: Saturday, Sep 23 at 11:00 pm

After discussing and outlining your internship schedule with your Field Instructor, please document your plan to complete your internship hours within the specified time frame by noting the dates/days and hours in which you will be completing your required internship hours.

The following information needs to be included in your Internship Completion Plan:

1. Your Name
2. Your Internship Placement
3. Your Field Instructor
4. Dates/Days you will be in your internship
5. Number of internship hours each day
6. Total monthly internship hours to be completed
7. Total semester internship hours to be completed
8. Total internship hours to be completed in the assigned internship placement

You can use any calendar format of your choosing, as long as all of the above information is included in your Internship Completion Plan.

It is expected that students will complete as many of their required internship hours (450 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person contact with clients and constituencies.

You may count 1 hour/week of internship hours for each week you attend Integrative Field Seminar. As a result of such, most students are able to reach 300 hours in Fall.

MINOR changes to the Internship Completion Plan are acceptable, as approved by your Field Instructor, providing you are able to complete your required hours within the specified time frame. Your submission of the Internship Completion Plan via Learning Suite is an acknowledgement that you have discussed your Internship Completion Plan with your Field Instructor and that s/he approves such.

Students are to submit their Internship Completion Plan via Learning Suite.

Late submissions will be deducted 5 points (50%).

Intern Orientation Review w/ FI (LS; C1-KVSP)

Sep

30

Due: Saturday, Sep 30 at 11:00 pm

Students will review with their Field Instructor the Intern Orientation Checklist found at:

<https://socialwork.byu.edu/https://brightspotcdn.byu.edu/05/67/8883a391458a8299b94e24277519/orientation-checklist-for-field-instructors.pdf>

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI.

Safety Training Checklist Review w/ FI (LS) (C1;KVSP)

Sep

30

Due: Saturday, Sep 30 at 11:00 pm

Students will review with their individual in-agency field instructors the Safety Training checklist found under the Learning Suite content tab

or at: <https://socialwork.byu.edu/https://brightspotcdn.byu.edu/65/3e/aef4a05e4f589f4bb31ca0709bc9/msw-intern-safety-training-checklist.pdf>

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI.

September Hour Log (IPT) (C1-9;KVSP)

Oct

05

Due: Thursday, Oct 05 at 11:00 pm

See grading rubric under the content tab for details.

September Hour Log submitted via IPT.

Learning Agreement---Student Signature (IPT) (C1-9;KVSP)

Oct

14

Due: Saturday, Oct 14 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the bottom of the form.

Learning Agreement---Field Instructor Signature (IPT) (C1-9;KVSP)

Oct

14

Due: Saturday, Oct 14 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the bottom of the form.

*Internship 1 Reflection Video

Oct

21

Due: Saturday, Oct 21 at 11:00 pm

Each student will upload to: Box> Information for Students> Videos-Internship, video footage documenting their learning and growth in their first internship experience (Sprummer Semester). These videos will be used for the following purposes: Student reflection, learning, and future professional interview preparation, and School of Social Work, College of FHSS, and Marjorie Pay Hinckley Grant promotional purposes. (as MANY of you receive MPH grant funding). By uploading your videos, you give permission for BYU to use your video footage for promotional purposes.

If you have any difficulty or concern regarding the use of your video footage for these purposes, please contact the Director of Field Education to share such. You will send the video footage directly to her and it will not be shared with anyone other than the Field Team and the Director of the School of Social Work.

Confidentiality must be maintained when making the reflection video. This includes NOT sharing client specifics or identifying details. Students may share the agency in which they completed their internship, but should not include specific unit, program, or location details.

Students will be provided training on both what to include in their video as well as the logistics of how to create this video.

Additional details on how to submit this video TBA.

Please note that completion of this assignment (or an alternative requirement if determined through discussion with the Field Director) is required for course credit.

Late submission of this assignment will result in an automatic 50% point deduction.

October Hour Log (IPT) (C1-9;KVSP)

Nov

05

Due: Sunday, Nov 05 at 11:00 pm

See grading rubric under the content tab for details.
October Hour log submitted via IPT.

November Hour Log (IPT) (C1-9;KVSP)

Dec

05

Due: Tuesday, Dec 05 at 11:00 pm

See grading rubric under the content tab for details.
November Hour Log submitted via IPT.

"Final" Evaluation---Field Instructor Signature Due (IPT) (C1-9;KVSP)

Dec

08

Due: Friday, Dec 08 at 11:00 pm

Field Internship Evaluation:

Students score their competency demonstration on each of the nine specialized-Clinical competencies according to a behaviorally-based competency rubric. Students also submit a narrative reflection of their holistic competency development across the course of the semester for each of the nine specialized-Clinical competencies. Field Instructors rate the student's competency demonstration on each of the nine specialized-Clinical competencies according to the same behaviorally-based competency rubric. When both student and field instructor have completed the Field Evaluation the Director of Field Education assesses if the student demonstrated sufficient competency in all nine of the specialized-Clinical competencies.

(KVSP; Individuals, Families, Groups, Organizations, Communities)

Final Evaluation is to be completed and submitted to Field Instructor on time. Late student submission of Final Evaluation will result in a 9 point scoring reduction.

Assessing Competency

Competency # 1 - 9: See Descriptors under Learning Outcomes

The following points outline how **Competency # 1 - 9** will be assessed in this course, including the corresponding dimension(s) of **Knowledge (K), Values (V), Skills (S), and Cognitive and Affective Processes (P)** necessary for learning and developing competence. See assignment descriptions, and/or rubric where available, for further detail.

-Monthly Reflection and Time Log (**K,V,S,P**)

In order to be considered competent students must score a "1" or above on 50% or more of the practice behaviors in each competency. If a student does not achieve this competency standard he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

- **"Competency Not Attained (0)"** -- Practice behaviors, knowledge, values, skills and judgment are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors, knowledge, values, skills, and judgment in social work practice.
- **"Emerging Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is

clearly capable of independent social work practice.

The “Introductory Skills and Competency (1)” or “Emerging Skills and Competency (2)” rating is the expected rating for MSW students during any given semester.

“Competency Not Attained (0)” denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a “0” rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no “0” ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each behavior, in the current field internship.**

Evaluation Process:

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student’s competency. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to their mutual satisfaction, both the student and the field instruction are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

"Final" Evaluation---Student Signature Due (IPT) (C1-9;KVSP)

Dec

08

Due: Friday, Dec 08 at 11:00 pm

Field Internship Evaluation:

Students score their competency demonstration on each of the nine specialized-Clinical competencies according to a behaviorally-based competency rubric. Students also submit a narrative reflection of their holistic competency development across the course of the semester for each of the nine specialized-Clinical competencies. Field Instructors rate the student’s competency demonstration on each of the nine specialized-Clinical competencies according to the same behaviorally-based competency rubric. When both student and field instructor have completed the Field Evaluation the Director of Field Education assesses if the student demonstrated sufficient competency in all nine of the specialized-Clinical competencies.

(KVSP; Individuals, Families, Groups, Organizations, Communities)

Final Evaluation is to be completed and submitted to Field Instructor on time. Late student submission of Final Evaluation will result in a 9 point scoring reduction.

Assessing Competency

Competency # 1 - 9: See Descriptors under Learning Outcomes

The following points outline how **Competency # 1 - 9** will be assessed in this course, including the corresponding dimension(s) of **Knowledge (K)**, **Values (V)**, **Skills (S)**, and **Cognitive and Affective Processes (P)** necessary for learning and developing competence. See assignment descriptions, and/or rubric where available, for further detail.

-Monthly Reflection and Time Log (**K,V,S,P**)

In order to be considered competent students must score a "1" or above on 50% or more of the practice behaviors in each competency. If a student does not achieve this competency standard he/she will follow remediation instructions as outlined in the BYU School of Social Work MSW Student Handbook.

The following evaluation of the student’s learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales

provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship. Each item is evaluated using a four-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

- **"Competency Not Attained (0)"** -- Practice behaviors, knowledge, values, skills and judgment are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors, knowledge, values, skills, and judgment in social work practice.
- **"Emerging Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

The **"Introductory Skills and Competency (1)"** or **"Emerging Skills and Competency (2)"** rating is the expected rating for MSW students during any given semester.

"Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. In the rare instance that a student is considered and evaluated to **NOT** be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a **"0"** rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no **"0"** ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the **"Advanced Skills and Competency (3)"** rating. When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students' performance of each behavior, in the current field internship.**

Evaluation Process:

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student's competency. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to their mutual satisfaction, both the student and the field instruction are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

Field Team Feedback

Dec

14 Due: Thursday, Dec 14 at 11:00 pm

Field Team feedback includes: report of student's initiative, skill development and integration; proactive problem solving; critical thinking abilities; field feedback and communications; adherence to school and agency policies; professional behavior and interactions with agency and school personnel; etc. Field Team feedback constitutes 30% of the student's grade. Students DO NOT need to enter anything for such. The Field Team does this.

Student Ratings Internship 2 Fall

Dec

15 Due: Friday, Dec 15 at 11:59 pm

Students will submit student ratings for extra credit. Feedback about the course and learning is very appreciated.

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	Start of Classes Fall Field Orientation Exam (LS) (C1-9;KVSP) Opens	
Week 2		
T Sep 12 Tuesday	<p>Presentation on Creating Internship Reflection Videos</p> <p>All of Ruth's sections will meet together at 9:00 am in 2198JFSB. All of Marcie's sections will meet together at 12:00 pm in B132 JFSB.</p> <p>Please mark this time on your calendars for this day and make sure you are in attendance at this time!</p> <p>Completion and Submission of this Reflection Video is required for course credit.</p>	
F Sep 15 Friday		
Sa Sep 16 Saturday	Fall Field Orientation Exam (LS) (C1-9;KVSP) Closes	
Week 3		
T Sep 19 Tuesday		Presidential Inauguration
Sa Sep 23 Saturday	Internship Completion Plan (LS) (C1;KP)	
Week 4		
T Sep 26 Tuesday		
Sa Sep 30 Saturday	Intern Orientation Review w/ FI (LS; C1-KVSP) Safety Training Checklist Review w/ FI (LS) (C1;KVSP)	
Week 5		
T Oct 03 Tuesday		
Th Oct 05 Thursday	September Hour Log (IPT) (C1-9;KVSP)	
Week 6		
T Oct 10 Tuesday		
W Oct 11 Wednesday		
Sa Oct 14 Saturday	Learning Agreement---Field Instructor Signature (IPT) (C1-9;KVSP) Learning Agreement---Student Signature (IPT) (C1-9;KVSP)	
Week 7		
T Oct 17 Tuesday		
Sa Oct 21 Saturday	*Internship 1 Reflection Video	
Week 8		
T Oct 24 Tuesday		
Week 9		
T Oct 31 Tuesday		
Su Nov 05 Sunday	October Hour Log (IPT) (C1-9;KVSP)	
Week 10		
T Nov 07 Tuesday		
Sa Nov 11 Saturday		
Week 11		
T Nov 14 Tuesday		

Week 12	
T Nov 21 Tuesday	Friday Instruction
W Nov 22 Wednesday	No Classes
Th Nov 23 Thursday	Thanksgiving
F Nov 24 Friday	Thanksgiving Holiday
Week 13	
T Nov 28 Tuesday	
Week 14	
T Dec 05 Tuesday	November Hour Log (IPT) (C1-9;KVSP)
F Dec 08 Friday	"Final" Evaluation---Field Instructor Signature Due (IPT) (C1-9;KVSP) "Final" Evaluation---Student Signature Due (IPT) (C1-9;KVSP)
Week 15	
M Dec 11 Monday	
T Dec 12 Tuesday	
Th Dec 14 Thursday	Last Day of Class
F Dec 15 Friday	Exam Preparation Day Student Ratings Internship 2 Fall
Week 16	
M Dec 18 Monday	Final Exam Day
T Dec 19 Tuesday	Final Exam Day
W Dec 20 Wednesday	Final Exam Day

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4)

Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of

academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges." ^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."ⁱⁱⁱ To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

^v Elder M. Russell Ballard, "The Trek Continues", October, 2017

^{vi} President Russell M. Nelson, "The Love and Laws of God", September, 2019