

Social Work 680R: Pre-Field Seminar Fall

Instructor: Ruth Aguirre, MSW, LCSW
Class time: Wednesdays, 11:00 – 11:50 AM
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Hola! Congratulations on your acceptance into our Master of Social Work Program at Brigham Young University. I will be your Field Director during your program experience. That means that I am here to prepare, support, and help you succeed as you train for professional social work practice after you graduate. My office hours (time we can meet if you have questions or concerns, or simply to get to know you more) are after class, or you can make an appointment with me. I look forward to class and the experiences we will have on this amazing adventure of your graduate studies.

A little bit about me:

- Lover of street tacos (*carne asada*, *adobada*, *birria*, shrimp/fish)
- Salsa, bachata, cumbia, and cultural folklore dancing!
- 4 children (12, 10, 7, and 5) and a husband 😊
- Loves Jesus and gospel music to feel the Spirit of God.

Course Description: The Pre-Field Seminar in Social Work (SW680R) is a 1-credit hour graduate-level course designed to equip students with the essential knowledge, values, skills and processes needed for a successful internship experience in the field of social work. This course serves as a preparatory step, ensuring students are well-versed in the expectations and practices they will encounter during their internships. Emphasis will be placed on developing pre-professional skills, identification, and competence to enter field education.

Learning Outcomes:

CSWE 2022 Competency 1

Demonstrate Ethical and Professional Behavior

Links to BYU AIM: Character Building (Integrity) and Lifelong Learning (service)

Course Objectives:

Upon completion of the course, students will be able to demonstrate:

1. **UNDERSTANDING** of the BYU School of Social Work Field Manual and comprehensive knowledge of the policies, procedures, and expectations agencies for internship.
2. **COMPREHEND** field roles and systems in Field Education.
3. **DEVELOP** interviewing skills and professional behavior by learning and practicing effective interviewing in preparation for Field Fair.
4. **PREPARE** for professional practice by exploring the practical aspects of entering the field, including professional behavior, ethical considerations, and self-care strategies.
5. **ENGAGE** with Field Director in a one-on-one interview for internship placement

Grades

A	94	A-	90	B+	87
B	83	B-	80	C+	77
C	73	C-	70	D+	67
D	63	D-	60	F	<=59

Texts and References

Course materials are available online or provided

Assignments

1) Preparation and Participation (P&P) 140 Points Due: Weekly

For each class session, 10 points may be earned: 2 points for reading/viewing all assigned materials and 8 points for full attendance and participation in class. Document your points in each area accurately *each week* and submit via P&P points. The instructor will also measure attendance and participation. Points will be submitted through Learning Suite. Late assignments will have an automatic 50% deduction. If there are extenuating circumstances, please come talk to me.

2) Agency Presentations, Selection Form, and Resume 30 Points Due: 10/5

In preparation for the Field Fair and internship placement, students will watch all agency-recorded videos found in Box to provide a comprehensive understanding of the internships available and help identify which opportunities align best with each student's goals. Students will then submit their Agency Interview Request through Forms at this link: <https://forms.office.com/r/2d2FUgfyQv>. Separately, the student will then send their resume through email to Charlene. ***Please make sure that you save your resume with your name on the file (Example RuthAguirreResume.doc).*** Students will then state the completion of the assignment in Learning Suite.

3) Interviewing Preparation through GoReact 30 Points Due: 11/02

The purpose of this assignment is to help students feel more confident and ready for their internship interviews (Learning Outcome 3). Students will have three opportunities to prepare for the Field Fair internship interviews via GoReact by having two practice opportunities to record themselves answering the interviewer’s questions (5 points each one). Feedback will be provided. The third and final interview recording will be 20 points due by the due date.

4) Field Fair Attendance, Preference/Additional Info Form 50 Points Due: 11/07

Students will come prepared, confident, and ready to attend the Field Fair where they will be interviewed by 10- 12 agencies for potential internship experience. Afterward, students will submit their preferences for those interviews, along with additional informational questions through Forms at this link: <https://forms.office.com/r/BWdghqbdT5>. Students will submit their forms by the end of the day of Field Fair for full points.

4) Exploration Paper on Career Goals 30 Points Due: 12/11

What do you see yourself doing once you have graduated with your Master of Social Work degree? Will you be leaving Utah? The USA? This exploration paper assignment aims to explore and analyze the career goals of students, the challenges graduates may encounter, and the strategies they may employ to achieve their professional aspirations. 1 page, Times New Roman, double-spaced, 1 inch. Margins.

5) Schedule and Attend Meeting with Field Director 20 Points Due: 12/7

Students will schedule a one-on-one meeting with the Field Director and Field Liaison to discuss tentative plans for their Spring/Summer and Fall/Winter internship assignments. Appointments will be via Zoom for approximately 15 minutes. Students will be able to review interviewing feedback from Field Fair and any questions or concerns they may have about their placement.

Total points possible: 300 Points

Date	Topic	Readings/Activities	Assignments
Week 1			
W Sept 4	Course Introduction		Participation; Watch Agency Presentation Videos
Week 2			

W Sept 11	Mission of the School of Social Work; Field Education: The Signature Pedagogy of Social Work Education	<ul style="list-style-type: none"> Field Manual Sections 1, 2, 4, 8 (Manual can be found on the social work website: www.socialwork.byu.edu. Under the Field tab, Field manual. 	Participation; Watch Agency Presentation Videos
Week 3			
W Sept 18	Field Education Roles and Systems	<p>Systematic Design of the Field Education Program, Internship, University, Agency/Field Instructor, and Student Responsibility</p> <ul style="list-style-type: none"> Field Manual Sections 8; 10-13 	Participation, Watch Agency Presentation Videos; First GoReact interview assignment
Week 4			
W Sept 25	Field Education Policies and Procedures	<p>Administration of the Field Program, Selection of Field Agency Settings, Approved Agency Settings & Selection of Field Instructors</p> <ul style="list-style-type: none"> Field Manual Section 17, 18, 19, 20 	Participation, Watch Agency Presentation Videos
Week 5			
W Oct 2	No CLASS in AM; attendance to Field Fiesta at 6 PM	<ul style="list-style-type: none"> Full attendance and participation points will come from mandatory attendance to Field Fiesta. It will be a fun experience to eat street tacos, listen to 2nd years share their internship experiences, and ask questions! 	Attendance to Field Fiesta; Agency Selection Form and Resume
Week 6			
W Oct 9	Field Education Policies and Procedures	<p>Student Admission to Field, Monitoring Students, & Supporting Student Safety</p> <ul style="list-style-type: none"> Field Manual Sections: 21, 23, 24 	Participation; 2nd GoReact Interview Due
Week 7			
W Oct 16	Field Education Policies and Procedures	<p>Termination from Field Internship; Use of Social Media & Technology in Field Internships, Confidentiality in Field Education & Internships, Children in Class, & Online Attendance</p> <ul style="list-style-type: none"> Field Manual Sections: 31, 32, 33, 34 	Participation
Week 8			
W Oct 23	Meet Marcie Remington, BYU's Field Liaison	<p>Maintaining Field Contacts with Field Education Settings</p> <ul style="list-style-type: none"> Field Manual Section 27 	Participation
Week 9			
M Oct 30	Field Education Internship Placement Process	<p>Placing Students in Internships</p> <ul style="list-style-type: none"> Field Manual Section 22 Bring any questions or concerns about the Field Fair 	Participation; Final GoReact Interview Due
Week 10			
W Nov 6	No Class in AM; attendance to Field Fair 8-5 PM	<ul style="list-style-type: none"> Instead of class, students will prepare to attend our mandatory Field Fair event at the Conference Center from 8 AM to 5 PM. 	Participation
Week 11			

W Nov 13	Field Education Policies and Procedures	<ul style="list-style-type: none"> Termination from Field Internship Field Manual Section 30; Appendix R 	Participation
Week 12			
W Nov 20	No Class- Out of Class Activity	<ul style="list-style-type: none"> Ruth will be practicing self-care. In place of seminar, students will report a self-care activity for full participation points. 	Participation
Week 13			
W Dec 4	No Class- Individual appointment for Field Placement	<ul style="list-style-type: none"> Instead of class, students will schedule online for a time slot to discuss their tentative internship placement with the Field Director and Field Liaison. 	Participation
Week 14			
W Dec 11	Wrap up Semester Review	<ul style="list-style-type: none"> In what ways do I feel prepared to go into my internship experience? What will Winter Pre-field seminar teach me? 	Participation, Exploration Paper Due

The instructor reserves the right to revise the course at any time and for any reason.

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.

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 "eliminat[ing] 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."^{vii} 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

^{vii} President Russell M. Nelson, “The Love and Laws of God”, September, 2019