

Social Work 317

Fieldwork in Social Work

Fieldwork Coordinator in Cuernavaca: Lianne Morgan, lianne@laneta.apc.org

Office Hours: I will post office hours. You are also welcome to talk anytime we are at school. Feel free to stop by.

Required Readings:

Sweitzer, H. Frederick and Mary A. King. *The Successful Internship: Personal, Professional, and Civic Development, 3rd Edition*. Belmont, CA: Brooks/Cole CENGAGE Learning, 2009.

Course Description

The internship seminar is a rigorous academic course for students who are highly self-motivated.

This course contributes approximately 100-120 hours to the practicum hours required for the BSW degree for those students with Spanish language oral competency. Some of the hours will be met through visits to social work agencies, while the rest will be met through students' placements, which will be concentrated during the second half of the semester, after completion of an intensive Spanish course. A minimum of 90 hours is to be completed at the agency site. A central feature of the field experience is the sharing of experiences with other students in a small group seminar.

This course provides field experience in a generalist social work setting. This experience complements the student's academic work by providing an opportunity to apply theory to social work situations within the Mexican cultural context. Students observe, learn from, and work with social work practitioners involved in the tasks and activities of the agency. Students will work with individuals, families, social activities, and or group along with Mexican social workers, and have an opportunity to increase generalist social work skills at the micro, mezzo, and macro levels. They will experience social work as it is practiced in Mexico, and to draw comparisons with social work in the United States. Students will reflect on the role of generalist social work practice within the global environment.

Remember, this is an academic course, and therefore academic credit is earned based on how well you articulate what you learn, not just the amount of hours you work.

Course Objectives

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

1. Demonstrate an understanding of the field setting in terms of its history, philosophy, programs, service users, funding and organizational structure;
2. Demonstrate an understanding of the resource and delivery systems pertinent to generalist social work practice in Cuernavaca and the surrounding area;
3. Describe and demonstrate the generalist social work practice model and introductory problem solving skills from a strength-based empowerment perspective as applied to the field work setting;
4. Discuss differences and similarities between the United State and Mexican generalist social work practice methods;
5. Discuss the impact of human diversity through the life span on generalist social work practice and demonstrated in the field work setting;
6. Demonstrate effective understanding of the role of supervisor and supervisee in generalist social work practice;

7. Integrate and apply knowledge and theory to social work situations using critical thinking skills;
8. Identify and incorporate social work ethics (NASW Code of Ethics and International Social Work Code of Ethics) into social work practice;
9. Demonstrate developing cross cultural oral and written communication skills within the field setting;
10. Demonstrate ability to clarify and assess one's own practice in relation to professional standards;
11. Demonstrate self-awareness as a tool for professional practice and growth with special emphasis on beginning the journey in cross-cultural competence.

Grading Criteria

While it may vary slightly from assignment to assignment, most of your work will be graded on the following four criteria: 1) Form, 2) Content, 3) Interpretation and Analysis and 4) Connections. The instructors consider superior work to be work that fulfills the following criteria:

1. Form:
 - extremely well organized
 - articulates ideas clearly and concisely
 - correct grammar and spelling
 - legible
 - accurate citation of readings and speakers (using footnotes or endnotes and bibliography)
2. Content:
 - includes an articulate statement of your thesis and/or questions for further exploration
 - demonstrates accurate knowledge of the subject
 - scales down information to what is most important
 - exhibits a profound understanding of the main points expressed by guest speakers and in required readings
 - employs solid logic and well-documented data
 - supports arguments with concrete examples from readings, speakers, and own experiences
3. Interpretation and Analysis:
 - presents more than just a summary of information
 - analyzes issues from different viewpoints
 - recognizes interrelationships among issues
 - draws upon assigned texts, class sessions and guest speakers to support own thesis
 - makes logical arguments
 - articulates complexities of the issues
 - generates critical questions not addressed fully by authors or speakers
 - applies principles and generalizations already learned to new information
4. Connections:
 - demonstrates an understanding of the ways in which issues interrelate with each other
 - integrates knowledge from diverse sources
 - compares ideas of authors of required readings with each other
 - makes connections between ideas raised in required readings with those of guest speakers
 - takes new information acquired in Mexico and effectively integrates it with prior knowledge and experiences
 - synthesizes and integrates information and ideas

Course Outline

The purpose of this course is to provide practical fieldwork experience both in the USA and in Mexico in a social work agency in order to allow the student the opportunity to integrate and apply knowledge and theory acquired in academic courses to actual social work situations. This course is basic to the training of a professional social worker and is a requirement for a social work major.

Course Assignments

Date	Assignment	Percentage
Ongoing	Course Participation and On-site Performance	30%
Wk 3-15	Site Journal or Blog	20%
Wk 6	Organization Map and Oral Presentation	10%
Wk 7 and 9	Case Presentation	10%
Wk 8, 10, 11, 15	4 Reflection - Analysis Papers	30%

1. Course Participation and On Site Performance: (30%)

Participation includes:

- 100-120 hours of constructive involvement in the work site
- Active participation in the internship seminar, the assigned readings, as well as bringing completed journal or blog entries to share in class
- Completion of a cover letter to the internship site
- The signed learning agreement
- Time sheets, turned in twice to monitor progress
- Completing supervisory sessions with the on-site supervisor and the instructor, and a final evaluation at the site. You will be evaluated by your site supervisor at the end of the semester based on your overall performance, including your presence at the site, the activities accomplished, interaction with clients, students, and/or other staff.

2. **Internship Site Journal or Blog: (20%)** After each time you go to your internship site, write a short journal entry about what you learned that day and what questions you have as a result of your experiences. See the separate handout for a detailed description of expectations regarding your internship site journal or blog, as well as ideas for journal or blog entries. Since you will write in your journal or blog after every time that you go to your site, you will be expected to have a total of at least 12 journal or blog entries. You will be expected to give the instructors your blog link to be checked periodically. If you complete a hand written journal, you need to bring it to class every session because you will be asked to turn it in at unannounced times throughout the semester. Electronic journals are encouraged.

3. **Organizational Analysis Map & Mini-Oral Presentation (10%)** After reading Chapter 7, "Getting to Know your Placement Site," apply your best participant observation skills to your internship site, carefully observing all of the physical spaces at the site, who is in each space, what is the objective of each space, and how what is done in each space contributes to the overall mission, goals, and objectives of the organization or business. You may supplement what you see with reading materials, such as brochures about the business or organization and its website, if applicable. However, the primary objective is for you to observe and map what you see in such a way that you can then present your map and initial analysis to the other students in the internship seminar. Additional information will be provided in a separate handout. You will present your map in a short 10-15 minute presentation in class.

4. **Case Presentation (10%)** Since one of the primary purposes of this internship is to develop deeper knowledge of social work, you will be expected to present one case for in-class group consultation. Details to follow.
5. **Short Reflection & Analysis Papers (30%):** You will be asked to write **four 3-4** page typed papers about each of the topics listed below. The papers will always be due before class in order to serve as a basis for discussion in the seminar.
 - **Academic Connections Paper:** Describe the academic connections that you are making between your internship site and social work. What have you learned in your social work education thus far that you are able to apply at your internship site? Explain some of the primary concepts you are learning about in your other classes in Mexico that you are experiencing in your internship. Review the SWK Code of Ethics and discuss one or two core values, ethical principles or ethical standards that are being exercised at the site and why you believe it's working well.
 - **Intercultural Communication & Cultural Issues:** Discuss one or two key concepts in intercultural communication that you have been learning about as a result of your internship experiences thus far. What you have learned about your own cultural values, beliefs, assumptions, and behaviors? What have you learned about the culture(s) of your colleagues and/or clients? Have you experienced any cultural clashes or discomfort? If so, describe what happened and what you did to cope with the situation in a constructive manner. Feel free to write this paper in the form of a "Critical Incident" paper. See the Sweitzer and King book page 34 for details about critical incidents.
 - **Power, Privilege and Positionality:** After completing required readings and reviewing related readings from earlier in the semester, reflect on what you have observed regarding issues of power, privilege and positionality related to race/ethnicity, class, gender, sexuality, age, ability, and/or religion at you internship site. For example, look at power dynamics and examine who is in leadership positions and who isn't. Are there any common characteristics of those at your site, and if so, how do they interact? What have you observed in the participation and/or treatment of employees or "clients" (if applicable)? Are there certain assumptions, teachings, and/or language used at your site? How do your colleagues and/or supervisor identify with regards to socio-economic class and race or ethnicity, and how might the work be different if you were working with people from a different class and/or race/ethnicity? How does your own identity play into the site atmosphere? If you were doing the same internship in the U.S.A., how might it be different in terms of race/ethnicity, class and/or gender, etc.?
 - **Final Reflection on Learning Objectives and Learning Agreement:** Upon completion of your internship, you will be asked to review your original internship application, all of your **journal/blog entries**, class notes, and short papers, and then synthesize what you learned over the course of your entire internship experience. This paper must include the following: 1) what you learned about yourself through this internship, 2) an analysis of the extent to which you met each specific learning objective written in your learning agreement and the tasks you completed in order to accomplish each objective, as well any challenges you faced in meeting them, 3) the reasons why a particular objective was not accomplished (if applicable), together with an explanation of why and what was accomplished in place of that objective, 4) the ways that you will be able to utilize this experience when re-entering the classroom and/or workplace, and 5) ways in which this internship has solidified and/or changed your career goals.

Work Schedule:

Internships will “officially” begin Week 6 after the interviews and observations. Before you officially start, you will be expected to visit your site a few times to observe and get acquainted with your site. Then, you will generally work Tuesday and Thursdays OR whatever hours have been determined by your site supervisor, including any weekends necessary to complete your hours. Your last day will be 5-8-14. Even if you have completed the minimum number of hours before that date, you are expected to complete the full length of your internship. Your specific work hours will depend upon the schedule of the host agency, as well as your own class schedule. You will also have internship seminar sessions on a regular basis. **Please be aware that you may be expected to work on the weekends and other days when other students may be free**

Weekly Schedule

Wk #	Location and Activities	Course Topics and/or Objectives	Required Readings (Text and Chapters)	Potential Speakers and/or Excursions and/ Class Discussions	Assignments Due
1	Orientation to the program, the group and Cuernavaca	Introduction to Course - Aspects of a successful internship - Expectations	Read: Sweitzer and King Ch 1		
2	Amatlán	No class	Read: Sweitzer and King Ch 2	Rural seminar and homestays in <i>nahua</i> indigenous community of Amatlán de Quetzalcoatl	
3	Spanish Class, Week 1	Successful internship - Internship Process - Understanding Yourself - Learning Contracts Internship interviews	Read: Sweitzer and King Ch 3 and 4, review Ch 2		Journal Entry
4	Spanish Class, Week 2 Urban Homestay, Week 1	Supervision and Getting to Know your Site - Use of Supervision - Introduce mapping assignment Internship observation	Read: Sweitzer and King Ch 6 and 7		Journal Entry
5	Spanish Class, Week 3 Urban Homestay, Week 2	Anticipation Stage - The What if's of Internships - Doing vs being Internship observation	Read: Sweitzer and King Ch 5		Journal Entry

6	Spanish Class, Week 4 Urban Homestay, Week 3 Internship, Week 1	Get to Know your Community - How is Community defined and by whom? - Learning Contracts	Read: Sweitzer and King Ch 8		Journal Entry Organization Map and Presentation Due
7	Urban Homestay, Week 4 Internship, Week 2	Get to Know your Clients - Assumptions and Stereotypes - Acceptance of clients - Personal and Professional self	Read: Sweitzer and King Ch 9		Journal Entry Case presentations in class
8	Internship, Week 3 Visits to Atzin and Tlama-capzapa, Guerrero	Disillusionment Stage - Defining growth and progress - Expectations of the work - Unexpected challenges	Read: Sweitzer and King Ch 10		Journal Entry Intercultural Communicati on and Cultural Issues Paper Due
9	Internship, Week 4	Confrontation Stage - Breaking Barriers - Case Presentations	Read: Sweitzer and King Ch 11		Journal Entry Case presentations in class
10	Internship, Week 5	Competence Stage - Concept of Competence - Acknowledging Success - Your footprint	Read: Sweitzer and King Ch 12		Journal Entry Power and Privilege paper Due Date TBD
11	Internship, Week 6	Considering the Issues Professional, Ethical and Legal	Read: Sweitzer and King Ch 13		Journal Entry Academic Connections Paper Due
12	SPRING BREAK! ☺ No internships	SPRING BREAK! ☺	Get a head start on your reading. Read as much as you can! ☺	SPRING BREAK	SPRING BREAK
13	Visit to UNAM in Mexico City	No class	No readings this week.	At UNAM	
14	UNAM SWK students in Cuernavaca Internship, Week 7	No class Hours at site			Journal Entry
15	Internship, Week 8	Endings at your Site - Role of Social Work - Code of Ethics - Presence at the table	Read: Sweitzer and King Ch 14		Journal Entry Final Reflection Paper Due

16	Last Week of Semester	Final Evaluations		Last class session.	
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Additional Comments

Explanation of Grades

Augsburg's grading system uses the following definitions:

Grade	Grade Points	Description
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Satisfactory
C-	1.67	
D+	1.33	
D	1.00	Poor
D-	0.67	
F	0.00	Failure

A "Pass" grade is 2.0 or above.

Grading Policy and Late Assignments

You must submit assignments on time. If you need an extension, you must talk to us **in advance** to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade (from a 4.0 to a 3.5 or 3.5 to a 3.0, 3.0 to a 2.5, 2.5 to a 2.0, etc.) If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline; a "0" will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

Augsburg Honesty Policy

You are expected to follow the Augsburg Honesty Policy which is printed in the program manual. We assume that you have read the honesty policy, understand it, and are following it. Except when the assignment expressly encourages group work, it is assumed that all course work will be your own. You may not copy other students' work. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

Students' Rights and Responsibilities

Students with formally diagnosed learning or physical differences have legal rights to course modifications. Those who qualify should identify themselves to the instructor as soon as possible in order to obtain extra assistance.