

**WAYNE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK**

**Bachelor of Social Work (BSW)
Field Education Syllabus
SENIOR YEAR**

SW 4998 FIELD PRACTICE IN SOCIAL WORK II cr. 1-10

Co-requisite: course in social work practice methods and field seminar. Open only to senior BSW students. Five (5) credits required for each of two semesters for a total of 10 credits. Each credit hour equals 46 clock hours. A minimum of 230 clock hours is required in each of the two terms in the senior year for a total of 460 clock hours. Students in the part-time extended BSW program complete the field requirements according to their program plan.

COMPETENCIES

- 1. Identify as a professional social worker and conduct oneself accordingly**
- 2. Apply social work principles to guide professional practice**
- 3. Apply critical thinking to inform and communicate professional judgments**
- 4. Engage diversity and difference in practice**
- 5. Advance human rights and social and economic justice**
- 6. Engage in research informed practice and practice informed research**
- 7. Apply knowledge of human behavior and the social environment**
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
- 9. Respond to contexts that shape practice**
- 10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities**
- 11. Analyze the impact of the urban context on a range of client systems, including practice implications**

COURSE DOMAIN and BOUNDARIES

The field education curriculum in the BSW program is designed to prepare generalist practitioners for entry level practice in which they will address the needs of client systems including oppressed populations in their transactions with the environment. Field work is concurrent with course work and is required during both the junior and senior years. The curriculum in field work is sequential and

designed to interrelate with the junior and senior level competencies for the total curriculum. In the junior year the focus is on the development of a framework for assessment of people, policy and services, and conscious use of self. In the senior year, competencies focus on analysis, planning and differential use of interventive strategies and techniques. These competencies are directly supported by the content in the senior year courses in social work practice methods and field seminar, and in the content and sequencing of courses in human behavior and the social environment, social welfare policy and services, and research for social workers.

In the required field education courses, the student applies the competencies acquired in the classroom. The field education course takes place in a social service setting. The field instructor is based at the social service setting and provides the direct instruction of the student. The faculty advisor who is based at the School of Social Work provides liaison between all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School, the educational and experiential level of the student and the educational opportunities at the social service agency. Student, field instructor and faculty advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

Field education is the means by which all elements of the curriculum are tested, applied and integrated. The student sees and experiences the integration of all the components of the social work curriculum: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice and Research in the context of the Field Practicum. The Field Seminar is also the course where explicit discussion takes place as to the integration of knowledge and practice. Similarly, in the "hands on" supervised experience of delivering social services the student encounters value and ethical dilemmas, issues of diversity, and challenges in promotion of social justice and economic justice in the service of populations-at-risk. It is in the practicum that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

Senior level students are required to analyze their practice and the behavior of client systems and the service-delivery systems in which they are placed. These levels of analysis are both guided by classroom assignments in each of the curricular areas, and are required in the field placement by the faculty advisor and the field instructor. For example, senior level students must present to the social work practice methods faculty member both a process recording and an analysis of their practice, following the instructor's guidelines and with the permission of the field instructor. The completed assignment must be shared with the field instructor, and may become part of the student's portfolio in the placement.

All students are required to maintain ongoing records. Within this requirement, they must complete from six to eight process recordings that include sessional objectives, practice behaviors, performance outcomes, and evaluation of student/worker behavior and client-system behavior. As part of the use of individual and group field instruction, field instructors use both process recordings and agency-required recordings as a teaching tool to examine, among other things, student-client-system interactions, the values base of student practice, the students' awareness of differences in values, viewpoints, between the student and the client-system. This scrutiny is used to enhance the students awareness of their rational and irrational feelings, reactions, conscious and intuitive selection of interventions, their understanding of factors influencing client-system behavior, their awareness of the impact of external micro, mezzo, and macro systems of client functioning, and to teach skills of intervention and knowledge, including theories and research specific to the type of client-system being served. The faculty advisor (agency liaison) extends the role of the field instructor in the early evaluative sessions by reviewing student performance and giving the field instructor and the student clear feedback on student progress, and areas of needed improvement

Performance Outcomes

The outcomes for field education in the senior year are:

1. to learn a variety of interventive methods and techniques for use with individuals, families, small groups and for service delivery and change in organizations, neighborhoods and communities, and
2. to articulate a framework or frameworks for the differential use of these interventive methods and techniques with at least two social systems levels (individual, family, small groups, organization, neighborhood, community).

Students are introduced to a knowledge, values and conceptual framework in order to increase their ability and ease in working with and on behalf of clients. Students focus on:

- analysis, planning
- differential use of interventive strategies and techniques
- skill development
- problem-solving
- competency in social work practice

These performance outcomes are directly supported by the content in the junior and senior year courses in social work practice methods and field seminars, and the content and sequencing of courses in human behavior and the social

environment, social welfare policy and services, and in research for social workers.

The optimal senior year assignment combines opportunities to work with individuals, families, small groups, and organizations and communities, with projects planning, designing or coordinating a service, visiting other agencies and observing and participating in agency staff meetings and board meetings.

Performance Criteria

Detailed performance outcomes are defined in the “Field Instructor Assessment of Student Competency - Bachelor of Social Work – Senior Year”. Competencies with the corresponding Practice Behaviors are as follows:

- I. Identify as a professional social worker & conduct oneself accordingly
 - a. Professional Role/Demeanor /Use of Supervision
 - b. Client Access to Service
 - c. Personal Values

- II. Apply social work principles to guide professional practice
 - a. Ethical Decisions
 - b. Roles, Boundaries and Values
 - c. Ethical Reasoning

- III. Apply critical thinking to inform and communicate professional judgments
 - a. Organizing Knowledge
 - b. Assessment and Intervention
 - c. Knowledge Integration
 - d. Oral and written communication

- IV. Engage diversity and difference in practice
 - a. Cultural Awareness/diversity
 - b. Values and Biases
 - c. Recognize and communicate Life Experiences
 - d. Engaged Learner

- V. Advance human rights and social and economic justice
 - a. Oppression and Discrimination
 - b. Human rights and Social and Economic Justice

- VI. Engage in research-informed practice and practice-informed research
 - a. Practice Experience and Scientific Inquiry
 - b. Research Evidence

- VII. Apply knowledge of human behavior and the social environment

- a. Environment/Assessment
- VIII. Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services
 - a. Policies and Societal Well-Being
- IX. Respond to contexts that shape practice
 - a. Social Trends and related services
 - b. Leadership Roles
- X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
 - a. Engagement with systems
 - b. Interpersonal skills
 - c. Focus and outcome with field instructor
 - d. Interpreting client data
 - e. Assessing clients
 - f. Intervention goals and objectives
 - g. Selecting Intervention strategies
 - h. Client capacities
 - i. Transition and endings
 - j. Evaluation of work and services
- XI. Analyze the impact of the urban context on a range of client systems, including practice implications
 - a. Urban Context and Social Work

For each Competency, Practice Behaviors are listed with corresponding learning outcomes. The student's performance achievement is rated for each criterion by the field instructor on a scale that ranges from "Does Not Meet Minimum Competency" to "Exceeds Minimum Competency".

The Field Instructor prepares a written description of the student's assignments and other field education experience, the nature of the population served and the learning activities used to evaluate the student's performance achievement.

The "Field Instructor Assessment of Student Competency - Bachelor of Social Work – Senior Year" is an integral part of the syllabus.

Texts/required materials

The Field Education Manual is available on line and may be accessed via the Schools website at www.socialwork.wayne.edu. It is a compilation of policies and syllabi. It is an important source of information for all students. The field instructor may assign readings as part of orientation and on-going instruction.

Classroom assignments often draw on material from the field placement. Students will need to clear with the practicum instructor the use of such material used in a written assignment. All such material must be disguised to maintain confidentiality. Students often find it helpful to bring other classroom materials to the field placement where the field instructor can help the student with connections and integration of content and practice.

Organization of the Course

Field work days are any two-day combination totaling 16 hours per week for each semester. A semester is 15 weeks. Student must remain in the field placement for the entire semester even if the minimum clock hours are attained before the end of the semester. Agency hours vary; students are to observe the number of hours considered as an “agency day” at the field placement site.

Role of the Student and Instructor

See University Statement of Obligation of Students and Faculty Members to the teaching-learning process, via link <http://www.bulletins.wayne.edu/fib/fibd.html> or in the University Bulletin

Brief Course Outline

Most practicum experience will consist of

- an orientation
- observation
- assignment to practice tasks
- mid-term review of performance
- continuation and refinement of assignment, may include additional tasks
- evaluation and recommendations for next term
- opportunities for professional development through agency designated workshops, meetings, observations throughout the term

Assignments and Grades

Assignments are those made by the field instructor. [See [Field Instructor Assessment of Student Competency, Bachelor of Social Work - Junior Year@](#) and [Field Instructor Assessment of Student Competency, Bachelor of Social Work - Senior Year@](#) for illustrations of assignments]. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the students professional growth.

Grades

Grades for SW 4998, Field Practice in Social Work II, are assigned by the faculty advisor. The marks for this course may be one of the following:

S = Satisfactory M = Marginal Pass U = Unsatisfactory.

A mark of AU@ results in termination from the program. Two marks of AM@ result in termination. A mark of AM@ and one grade of AD@ in a classroom course in the professional component results in termination. See policy on Academic Termination and Reinstatement@ for additional information.