MASTER SYLLABUS
FIELD PRACTICE IN SOCIAL WORK – SENIOR YEAR
SOCIAL WORK 4998
SW 4998  (1-10 credit hours)

Professor First Last Name
Office Hours
Office #, Building
Email address
Phone number

COURSE DESCRIPTION
Field practicum for senior-level students in the BSW program. Coreq: one course per term in social work practice methods. Minimum of ten credits must be taken over not less than two semesters; open only to senior BSW students. Offered for S, M, and U grades only. The ratio of clock hours to credits is 46 to 1. Field placements are assigned by staff within the Office of Field Education overseen by the Director of Field Education.

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 BSW WOW program are expected to register for 10 credit hours and to complete a minimum of 460 clock hours in the senior year during one semester of field. Students in the part-time extended BSW program complete the field requirements according to their program plan.
### COURSE COMPETENCIES AND PRACTICE BEHAVIORS FOR THIS COURSE

#### COMPETENCIES

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<thead>
<tr>
<th>2.1.1 Identify as a professional social worker and conduct oneself accordingly</th>
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<tr>
<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Advocate for the client access to the services of social work; practice Personal reflection and self-correction to assure continual professional development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance and communication; engage in Career long learning; use supervision and consultation</td>
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<tr>
<th>2.1.2 Apply social work ethical principles to guide professional practice</th>
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<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the NASW Code of Ethics; tolerate ambiguity in resolving conflicts; apply concepts of ethical reasoning to arrive at principled decisions</td>
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<th>2.1.3 Apply Critical thinking to inform and communicate professional judgments</th>
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<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<th>2.1.4 Engage diversity and difference in practice</th>
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<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal bias and values in working with diverse groups; recognize and communicate the importance of difference in shaping life experiences</td>
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<th>2.1.5 Advance human rights and social and economic justice</th>
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<tr>
<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Advocate for human rights and social justice; Engage in practice that advance social and economic justice</td>
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<th>2.1.6 Engage in research-informed practice and practice informed research</th>
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<tr>
<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Use research evidence to inform practice; Use practice to inform scientific inquiry</td>
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<th>2.1.7 Apply Knowledge of human Behavior and the social environment</th>
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<td><strong>Practice Behaviors:</strong></td>
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<tr>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation; Critique and apply knowledge to understand person and environment</td>
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2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

*Practice Behaviors:* Analyze, formulate, and advocate for policies that advance social well-being; Collaborate with colleagues and clients for effective policy action.

2.1.9 Respond to contexts that shape practice

*Practice Behaviors:* Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

*Practice Behaviors:*
- (a) Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations and communities; use empathy and other interpersonal skills; develop a mutually agreed-on focus of work and desired outcomes.
- (b) Assessment: Collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies.
- (c) Intervention: Initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; facilitate transitions and endings.
- (d) Evaluation: Critically analyze, monitor, and evaluate interventions.

11 Analyze the impact of the urban context on a range of client systems, including practice implications

*Practice Behaviors:* Examine the distinct characteristics of the urban context and apply the analysis to social work practice.

**TEXTS AND REQUIRED MATERIAL**

*Required* (download from [http://www.socialwork.wayne.edu](http://www.socialwork.wayne.edu))
**PERFORMANCE CRITERIA:**
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.

**GRADING AND ASSIGNMENTS**
Faculty advisors will provide detailed syllabus for assignments and requirements, including but not limited to Due Dates for Learning Plan, Process Recordings, Mid-Term evaluation and the FIASC.

**Grading Policy:**
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:

\[ S = \text{Satisfactory} \quad M = \text{Marginal Pass} \quad U = \text{Unsatisfactory} \]

A mark of “U” results in termination from the program. Two marks of “M” result in termination. A mark of “M” and one grade of “D” in a classroom course in the professional component results in termination. See policy on “Academic Termination and Reinstatement” for additional information. [http://www.bulletins.wayne.edu/ubk-output/index.html](http://www.bulletins.wayne.edu/ubk-output/index.html)
ORGANIZATION OF THE COURSE
Field work days are any two-day combination totaling 16 hours per week for each semester. BSW WOW students are required to complete 32 hours per week (4 days) for one 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.

Most practicum experiences 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

ROLE OF THE STUDENT AND INSTRUCTOR
See University Statement of Obligation of Students and Faculty Members of the teaching and learning processes.
http://www.bulletins.wayne.edu/fib/fib2d.html

POLICIES FOR THIS COURSE
The list below includes items that may be listed under this section:
- Attendance policy
- Electronic communication policy
- Late or missing assignments
- Incomplete grade policy (include link here for policy from School website)
- Inclement weather

WSU STUDENT RESOURCES
Students with disabilities
http://studentdisability.wayne.edu/rights.php.
Academic integrity and student code of conduct
http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html
Counseling and Psychological Services (CAPS) at Wayne State:  
http://www.caps.wayne.edu/

**COURSE LEARNING UNITS**  
The Learning Plan will be prepared with the field instructor and will identify the outcomes that students will achieve each semester. A copy of the Learning Plan is to be submitted to the faculty advisor by the student. 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.

**COURSE ASSIGNMENTS**  
Assignments are those made by the field instructor. 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.

In addition to the Learning Plan, students also complete a time log, process recordings, midterm evaluations and end of semester evaluations as well as any other assignments identified by the assigned field instructors.

**BIBLIOGRAPHY**  
The bibliography must be in APA format. The majority of the bibliography must be current (within the last 10 years)