

**WAYNE STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**Master of Social Work (MSW)  
Field Education Syllabus  
CORE YEAR**

**SW 7998      Field Work for Social Workers I      1-10 cr.**

A minimum of 4 (four) credits are required for each of two semesters. Each credit hour equals 56.25 clock hours. A minimum number of 225 clock hours per semester is required for a total of 450 clock hours. Co-requisites: course in social work methods and field seminar are required according to the level of the student.

<b>COMPETENCIES</b>
<ol style="list-style-type: none"> <li><b>1. Identify as a professional social worker and conduct oneself accordingly</b></li> <li><b>2. Apply social work principles to guide professional practice</b></li> <li><b>3. Apply critical thinking to inform and communicate professional judgments</b></li> <li><b>4. Engage diversity and difference in practice</b></li> <li><b>5. Advance human rights and social and economic justice</b></li> <li><b>6. Engage in research informed practice and practice informed research</b></li> <li><b>7. Apply knowledge of human behavior and the social environment</b></li> <li><b>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b></li> <li><b>9. Respond to contexts that shape practice</b></li> <li><b>10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities</b></li> <li><b>11. Analyze the impact of the urban context on a range of client systems, including practice implications</b></li> </ol>



**COURSE DOMAIN and BOUNDARIES**

In this required field education course, the student applies the competencies acquired in the classroom. The 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 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 and the educational and experiential level of the

student. 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.

In the Core Year field placement 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, Research and Social Work Practice. Similarly, in the "hands on" supervised experience of delivering social services the student encounters value and ethical dilemmas, issues of diversity, challenges in the promotion of social justice and economic justice in the service of populations-at-risk. It is in the field placement that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

## **CORE YEAR**

The Core Year field placement is the first of two field experiences required for the Master of Social Work degree. Students are assigned for their field experience to a setting which will provide generalist experience in social work practice. The expectation is that student will be introduced to a wide scope of social work practice roles through assignments, as far as possible, with the five systems levels: individuals, families, groups, organizations and communities. It is expected that assignments will include direct service activities and observation, but not necessarily with every system level. The field placement provides the foundation for advanced practice in the Concentration Year placement through exposure to a wide variety of experiences.

### **Performance Outcomes**

The outcomes for field education in the foundation year are:

- To analyze, at the beginning level, the organizational structure of the agency, its relationships and how it fulfills its mission as a human service system in meeting the needs of the population served.
- To acquire research-based knowledge and to develop an understanding of its application to the field placement setting.
- To understand the relationship between the process of social work practice and the process of research.
- To develop generalized knowledge and concepts that can be applied to a variety of practice situations through observation and direct practice experience.
- To acquire information about the characteristics of the population served and applying this knowledge to practice.

- To engage with clients (the term client represents any system level: individual, family, group, organization or community) and to identify concerns and appropriate mutual activity which will lead to the alleviation of the identified problem(s).
- Use foundational skills in research to reflect on, evaluate, and improve practice.
- To identify the conceptual frameworks applied at the field placement service setting and to consider the use of professional self demonstrated.
- To identify research relevant to practice and field setting and to describe its implications for advancing practice.
- To apply knowledge from the total social work curriculum in the field placement.

### **Performance Criteria**

Detailed competencies with corresponding practice behaviors are identified in the “Field Instructor Assessment of Student Competencies – Core 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 serviced and the learning activities used to evaluate the student's performance achievement.

The “Field Instructor Assessment of Student Competency, Master of Social Work – Core 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](http://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 material from the field placement. Students will need to clear with the field 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 for Core Year students are Monday and Tuesday, for a total of approximately 16 clock hours per week. The minimum number required to meet the clock hours required for a semester is 225. A semester is 15 weeks. Students must remain in placement for the entire semester even if the minimum number of clock hours is attained before the end of the semester. 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 Core Year field placement experience will consist of

- An orientation
- Observation
- Assignment to practice tasks
- Field instruction conferences
- Mid-term review of performance
- Continuation and refinement of assignment including additional tasks
- Evaluation and recommendations for next term
- Opportunities for professional development via agency designated workshops, meetings and observations throughout the term

## ASSGINMENTS

Assignments are those made by the field instructor. [See “Field Instructor Assessment of Student Competency, Master of Social Work - Foundation Year”]. 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 7998 Field Work for Social Workers I are assigned by the faculty advisor. The marks for this course may be one of the following:

S=Satisfactory,      M=Marginal,      U=Unsatisfactory.

A mark of “U” results in termination form the program. Two marks of “M” result in termination. A mark of “M” and two grades of “B-“ in classroom courses results in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information.