WAYNE STATE
School of Social Work

MASTER SYLLABUS
FIELD WORK FOR SOCIAL WORKERS I – FOUNDATION YEAR
SOCIAL WORK 7998
SW 7998   (4 credit hours)

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

WSU MISSION STATEMENT

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession

COURSE DESCRIPTION

Practicum of MSW program integrated with courses in social work method, human behavior and the social environment, social welfare organization and policy, and research. Coreq: one course in a social work method. Offered for S, M, and U marks only. Open only to MSW students. The ratio of clock hours to credits is 56.25 to 1. Field placements are assigned by staff within the Office of Field Education overseen by the Director of Field Education.

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.

COURSE COMPETENCIES AND BEHAVIORS FOR THIS COURSE

COMPETENCIES

I. Demonstrate Ethical and Professional Behavior
 	
   a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 	
   b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 	
   c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 	
   d. Use technology ethically and appropriately to facilitate practice outcomes
 	
   e. Use supervision and consultation to guide professional judgment and behavior
 	
II. Engage Diversity and Difference in Practice
 	
   a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 	
   b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
 	
   c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 	
III. Advance Human Rights and Social, Economic, and Environmental Justice
 	
   a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 	
   b. Engage in practices that advance social, economic, and environmental justice.
 	
IV. Engage in Practice-informed Research and Research-informed Practice
 	
   a. Use practice experience and theory to inform scientific inquiry and research

b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

V. Engage in Policy Practice

    a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

    b. Assess how social welfare and economic policies impact the delivery of and access to social services

    c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

VI. Engage with Individuals, Families, Groups, Organizations, and Communities

    a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

    b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

VII. Assess Individuals, Families, Groups, Organizations, and Communities

    a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

    c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

    d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities

    a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

    b. Apply knowledge of human behavior and the social environment, person-

in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

    c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

    d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

    e. Facilitate effective transitions and endings that advance mutually agreed-on goals

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

    a. Select and use appropriate methods for evaluation of outcomes;

    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

    c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes

    d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

    a. 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)
The Field Education Manual, 7th Edition (2013). Wayne State University, School of Social Work.

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.

PERFORMANCE CRITERIA:

Through written assignments (learning plan, process recordings and other), supervision sessions and participation in agency meetings/programs, students will be expected to achieve the learning outcomes identified in the Learning Plan. Student performance is rated each semester using evaluations (mid-term and Field Instructor Assessment of Student Competency (FIASC) at end of semester) For each competency, Behaviors are listed with corresponding performance 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.

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 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. (See graduate Bulletin, Wayne State University for more information on grade requirements http://www.bulletins.wayne.edu/gbk-output/index.html)

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.

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

ROLE OF THE STUDENT AND INSTRUCTOR
See University Statement of Obligation of Students and Faculty Members of the teaching -
learning process
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
Academic integrity and student code of conduct
http://www.doso.wayne.edu/assets/codeofconduct.pdf
Counseling and Psychological Services (CAPS) at Wayne State:
http://www.caps.wayne.edu/
University policy on acceptable use of information technology
https://wayne.edu/policies/acceptable-use/

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. [See "Field Instructor Assessment of Student Competency, Master of Social Work - Foundation Year"].

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

Arkin, N. (1999). Culturally sensitive student supervision: Difficulties and challenges. *The Clinical Supervisor*, 18(2), 1-16. doi:10.1300/J001v18n02_01

Baker, D. R., & Smith, S. L. (1987). A comparison of field faculty and field student perceptions of selected aspects of supervision. *The Clinical Supervisor*, 5(4), 31-42. doi:10.1300/J001v05n04_04

Baum, N. (2011). Social work students' feelings and concerns about the ending of their fieldwork supervision. *Social Work Education*, 30(1), 83-97. doi:10.1080/02615471003743388

Bogo, M. (2010). *Achieving competence in social work through field education*. University of Toronto Press.

Bogo, M., & McKnight, K. (2005). Clinical Supervision in Social Work: A Review of the Research Literature. *The Clinical Supervisor*, 24(1-2), 49-67. doi:10.1300/J001v24n01_04

Caspi, J. and Reid, W.J. (2002) Educational Supervision in Social Work: a task-centered model for field instruction and staff development, NY: Columbia U.P.

Catalano, S. J. (1985). Crisis intervention with clinical interns: Some considerations for supervision. *The Clinical Supervisor*, 3(1), 97-102. doi:10.1300/J001v03n01_08

Chui, E. T. (2010). Desirability and feasibility in evaluating fieldwork performance: Tensions between supervisors and students. *Social Work Education*, 29(2), 171-187. doi:10.1080/02615470902912219

Dolgoff, R. Loewenberg, E.A., Harrington, D. (2009) Ethical Decisions for Social Work Practice, Brooks/Cole.

Fortune, A. E., Feathers, C. E., Rook, S. R., & Scrimenti, R. M. (1988). Student satisfaction with field placement. *The Clinical Supervisor*, 6(3-4), 359-381. doi:10.1300/J001v06n03_25

Fortune, A. E., & Kaye, L. (2002). Learning opportunities in field practica: Identifying skills and activities associated with MSW students' self-evaluation of performance and satisfaction. *The Clinical Supervisor*, 21(1), 5-28. doi:10.1300/J001v21n01_02

Fortune, A. E., McCarthy, M., & Abramson, J. S. (2001). Student learning processes in field education: Relationship of learning activities to quality of field instruction, satisfaction, and performance among MSW students. *Journal of Social Work Education*, 37(1), 111-124.

Ganzer, C., & Ornstein, E. D. (2004). Regression, self-disclosure, and the teach or treat dilemma: Implications of a relational approach for social work supervision. *Clinical Social Work Journal, 32*(4), 431-449.

Garthwait, C. (2005). The Social Work Practicum: A Guide and Workbook for Students. Allyn and Bacon, Boston.

Gelman, C. (2004). Anxiety Experienced by Foundation-Year MSW Students Entering Field Placement: Implications for Admissions, Curriculum, and Field Education. *Journal of Social Work Education*, 40(1), 39-54.

Gelman, C., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(2), 79-90. doi:10.1007/s10615-007-0076-6

Hay, K., & O'Donoghue, K. (2009). Assessing social work field education: Towards standardising fieldwork assessment in New Zealand. *Social Work Education*, 28(1), 42-53. doi:10.1080/02615470802020881

Holden, G., Barker, K., Rosenberg, G., Kuppens, S., & Ferrell, L. W. (2011). The signature pedagogy of social work? An investigation of the evidence. *Research on Social Work Practice*, *21*(3), 363-372.

Homonoff, E. (2008). The heart of social work: Best practitioners rise to challenges in field instruction. *The Clinical Supervisor*, 27(2), 135-169. doi:10.1080/07325220802490828

Johnson, A.K.(2000). The Community practice pilot project: integrating methods, field, community assessment, and experiential learning. Journal of Community Practice. 8(4): 5-25

Kanno, H., & Koeske, G. F. (2010). MSW students' satisfaction with their field placement: The role of preparedness and supervision quality. *Journal of Social Work Education*, 46(1), 23-38. doi:10.5175/JSWE.2010.200800066

Lazar, A., & Eisikovits, Z. (1997). Social work students' preferences regarding supervisory styles and supervisor's behavior. *The Clinical Supervisor*, 16(1), 25-37. doi:10.1300/J001v16n01_02

McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of evidence-based social work*, *1*(1), 7-25.

Noesen, J. (1999). The intern and the challenging client. *Smith College Studies in Social Work*, 70(1), 27-45.

Reisch, M., Jarman-Rohde, L. (Spring/Summer 2000). The future of social work in the United Sates: implication for field education. Journal of Social Work Education. 36(2): 201- 214.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of student and field instructors. *Journal of Social Work Education*, 38(1), 55-65.

Royce, D., Dhooper, S. & Rompf, E. (2010) Field Instruction: A Guide for Social Work Students. NY: Allyn and Bacon

Sun, A. (1999). Issues BSW interns experience in their first semester's practicum. *The Clinical Supervisor*, 18(1), 105-123. doi:10.1300/J001v18n01_07

Smith, S. L., & Baker, D. R. (1988). The relationship between educational background of field instructors and the quality of supervision. *The Clinical Supervisor*, 6(3-4), 257-270. doi:10.1300/J001v06n03_19

Triezenberg, G. E. (1984). Learning magic: Social work internship and beyond. *The Clinical Supervisor*, 2(4), 43-51. doi:10.1300/J001v02n04_05

Urdang, E. (1999). Becoming a field instructor: A key experience in professional development. *The Clinical Supervisor*, 18(1), 85-103. doi:10.1300/J001v18n01_06

Urdang, E. (1995, August). Self-perceptions of the beginning field instructor: The experience of supervising a social work intern. *Dissertation Abstracts International Section A*, 56

Vonk, M., & Thyer, B. A. (1997). Evaluating the quality of supervision: A review of instruments for use in field instruction. *The Clinical Supervisor*, 15(1), 103-113. doi:10.1300/J001v15n01_08

Wayne, J., Bogo, M., & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *Journal of Social Work Education*, *46*(3), 327-339.

Updated July 28, 2016