MASTER SYLLABUS
FIELD PRACTICE IN SOCIAL WORK – SENIOR YEAR
SOCIAL WORK 4998
SW 4998   (5 credit hours per term for 2 terms)

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
Field practicum for senior-level students in the BSW program. Coreq: one course per term in social work practice methods; and one course per term in field seminar. Minimum of ten credits must be take over not less than two semesters; open only to senior BSW students. Offered for S, M, and U grades only. The ration 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 10 total 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 460 total clock hours.

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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.

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 Field Liaisons will provide a detailed syllabus addendum 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 Field Liaison. The marks for this course may be one of the following:

S = Satisfactory   M = Marginal Pass   U = 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)

ORGANIZATION OF THE COURSE
Field work days are approved combination of days and hours, no less than 4 hour blocks, 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.

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
Students must consult the Field Education Manual, Field Instructor, Faculty Field Liaison, or Office of Field Education for details for items that may be listed under this section, including:
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 Field Liaison 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.

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