WAYNE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

Master of Social Work (MSW)
Field Education Syllabus
ADVANCED YEAR

SW 8998 Field Work for Social Workers II 1-10 cr.

A minimum of 4 (four) credits are required for each of two semesters of the advanced year. Each credit hour equals 56.25 clock hours. A minimum of 225 clock hours per semester is required for a total of 450 clock hours. Students who elect 6 (six) credits for each semester of the advanced year must complete 338 clock hours per semester for a total of 678 clock hours. Co-requisite: course in social work methods and field seminar are required by the level of the student.

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<th>COMPETENCIES</th>
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<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
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<td>2. Apply social work principles to guide professional practice</td>
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<td>3. Apply critical thinking to inform and communicate professional judgments</td>
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<td>4. Engage diversity and difference in practice</td>
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<td>5. Advance human rights and social and economic justice</td>
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<td>6. Engage in research informed practice and practice informed research</td>
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<td>7. Apply knowledge of human behavior and the social environment</td>
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<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<td>9. Respond to contexts that shape practice</td>
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<td>10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities</td>
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<td>11. Analyze the impact of the urban context on a range of client systems, including practice implications</td>
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CORUSE 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 field work course, 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 “hand on” supervised experience of delivering social services the student encounters value and ethical dilemmas, issues of diversity, challenges in 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.

**ADVANCED YEAR**

The Advanced Year placement is the second of the two field experiences required for the Master of Social Work degree. Students elect one of two concentrations: Community Practice and Social Action and Interpersonal Practice. A concentration is defined as an educational organization of the curriculum at an advanced level in which focused knowledge and practice skills in a specific field of social work practice are taught. Each concentration requires “certain concentration specific” courses in components of the social work curriculum. (See the booklet, MASTER OF SOCIAL WORK PROGRAM ADVANCED YEAR CURRICULUM for specific course requirements).

The course, Field Work for Social Workers II, is a concentration requirement. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values gained in the Core Year, or a BSW program (for students admitted with advanced standing in the curriculum), the aim of the advanced year placement is to increase the student’s knowledge and competence in social work practice methods in specified fields of practice. The knowledge and competence gained can be generalized by the graduate to a variety of social work services and is not limited to a specific concentration.

**Performance Outcomes**

- demonstrate an understanding of practice methods, social policy, research and human behavior in the social environment in relation to practice application to the student’s selected concentration as well as the particular agency and community;

- utilize field instruction as well as other sources of learning which are
beneficial to the acquisition of competencies needed for professional development;

- demonstrate an understanding of the research methods used in social work practice to measure clinical or other processes, the outcomes of social work interventions, and/or the evaluation of programs, as well as the ethical considerations involved in such endeavors;

- describe the key components of intervention and the activities that constitute these components

- identify the specific processes or intentional outcomes the student seeks to achieve through practice;

- Specify appropriate measures and the data that must be used in order to understand and/or evaluate either social work processes or practice outcomes;

- Demonstrate an understanding of how the analysis of social work processes and outcomes can be meaningfully incorporated into the ongoing evaluation of practice within the student’s field setting.

- identify the needs and issues of the people or systems served;

- identify the societal, community and agency conditions that influence practice;

- engage clients (clients may be individuals, families, groups, organizations or communities) in purposeful, mutually determined, goal-directed, professional activities which are based upon identifiable social work practice conceptual frameworks;

- consciously use cognitive, emotive and action skills which can be applied in a variety of settings in the service of the client (all system levels) and the agency’s function;

- identify conceptual frameworks applied at the field placement setting and demonstrate the purposeful use of professional self

- design and carry out various kinds of research appropriate to the setting, the student’s concentration, as well as to the students’ level of practice;

- develop hypotheses, whether in association with research on processes or on outcomes, that may be analyzed and/or tested within the context of the students’ practice and the field setting;
• assess the usefulness of social work services to various client systems through the use of either qualitative or quantitative research methods;

• integrate evaluation into practice with the intent of improving the provision of social work services and programs

Performance Criteria

Detailed competencies with corresponding practice behaviors are identified in the “Field Instructor Assessment of Student Competencies – Advanced 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

XII. Interpersonal Practice Concentration Practice Behaviors
   a. Scientific knowledge and development
   b. Implement and evaluate evidence based intervention

XIII. Community Practice and Social Action Practice Behaviors
   a. Analysis of Organizations, communities and Complex systems
   b. Effective models for social work practice, programs, and social polices
   c. Differential Application of Advanced Skills

For each competency, Practice 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 – Advanced 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 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 Advanced Year students are Tuesday and Friday 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. Agency hours vary; students are to observe the number of hours considered as an “agency day” at the field placement site.

Field Instructors meet with students in regularly scheduled field instruction conferences of one to one-and-a-half hours per week and at other appropriate times.

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 Advanced Year field placement experiences will consist of
- An orientation to the setting, population, practice tasks and social work methods, persons employed there and the style and expectations for written communication and recording of the student’s work
- 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 phase
Opportunities for professional development via agency designated workshops, meetings and observations throughout the term.

Throughout the term opportunities for professional development through workshops and meetings may be identified by the field instructor as appropriate for the student's development.

ASSIGNMENTS

Assignments are those made by the field instructor. See “Field Instructor Assessment of Student Competencies, Master of Social Work – Advanced Year” for illustrations of assignments.

GRADES

Grades for SW 8998 Field Work for Social Workers II 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.