

**WAYNE STATE
UNIVERSITY**

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 3998 FIELD PRACTICE IN SOCIAL WORK I cr. 1-10

Co-requisite: course in social work practice methods. Open only to junior BSW students. Five (5) credits are required in the second semester of the junior year. Each credit hour equals 46 clock hours for a minimum number of 230 clock hours. Students in the part-time extended BSW program complete the field requirements according to their program plan.

I. COURSE DOMAIN AND BOUNDARIES

The field education curriculum in the BSW program is designed to prepare generalist practitioners for entry level practice in which they will address the needs of client systems, especially oppressed populations, in their transactions with the environment. Field work is concurrent with course work and is required during both the junior and senior years. The curriculum in field work is sequential and designed to interrelate with the junior level objectives for the total curriculum. The focus is on the development of a framework for assessment of people, policy and services, and conscious use of self. These objectives are directly supported by the content and sequencing of courses in the junior year courses in social work practice methods, human behavior and the social environment, social welfare policy and services, and research for social workers.

In the required field education courses, the student applies the knowledge and skills acquired in the classroom. The field education 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 from the School of Social Work 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, the educational and experiential level of the student and the educational opportunities at the social service agency. 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.

Field education is the means by which all elements of the curriculum are tested, applied and integrated. In the context of the 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, Social Work Practice and Research. Similarly, in the "hands on" supervised experience of delivering social services, the student encounters value and ethical dilemmas, issues of diversity, and challenges in promotion of social 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.

JUNIOR YEAR

Junior level students are required to analyze their practice and the behavior of client systems and the service-delivery systems in which they are placed. These levels of analysis are guided by classroom assignments in each of the curricular areas and are required in the field placement by the faculty advisor and the field instructor. For example, junior level students must present to the social work practice methods faculty member both a process recording and an analysis of their practice, following the instructor's guidelines and with the permission of the field instructor. The completed assignment must be shared with the field instructor and may become part of the student's portfolio in the placement.

All students are required to maintain ongoing records. Within this requirement, they must complete from six to eight process recordings that include sectional objectives, plans, content and evaluation of student/worker behavior and client-system behavior. As part of the use of individual and group field instruction, field instructors use both process recordings and agency-required recordings as teaching tools to examine, student-client-system interactions, the values base of student practice, the student's awareness of differences in values and viewpoints between the student and the client-system. This scrutiny is used to enhance the student's awareness of rational and irrational feelings, reactions, conscious and intuitive selection of interventions, understanding of factors influencing client-system behavior, awareness of the impact of external micro, mezzo, and macro systems of client functioning and to teach skills of intervention and knowledge, including theories and research specific to the type of client-system being served. The faculty advisor (agency liaison) extends the role of the field instructor in the early evaluative sessions by reviewing student performance and giving the field instructor and the student clear feedback on student progress, strengths and areas of needed improvement.

The Junior Year placement is the first of two field experiences required for the Bachelor of Social Work degree. Students are assigned for their field placement experience by the Field education Office to a setting which will provide generalist practice experience in social work. The junior year focuses on socializing students to the profession. In order to increase the student's self-awareness and ability and comfort in working with and on behalf of clients, they are introduced to a knowledge, values and conceptual framework, and given assignments to work with client-systems in consonance with the goals of the BSW program.

II. KNOWLEDGE and SKILL OBJECTIVES

The objectives for field education in the junior year are:

1. to socialize students to the profession, which includes helping them to learn the culture (language, values, standards, shared beliefs) of the profession.

2. to increase students' ability and comfort in working with and on behalf of clients.
3. to focus on development of a framework for assessment of people, policy and services; and conscious use of self.
4. to establish knowledge, value and conceptual framework for the senior year focus on interventions.

The optimal junior level assignment combines opportunities to work with individuals and small groups under varying circumstances and lengths of time. It might further offer opportunities to observe and/or participate in staff meetings and board meetings, observe and visit the network of resources and persons associated with the provision of service.

Outcome: Overall, it is expected that the student is preparing for entry level professional practice as a social work generalist who is capable of problem-solving in direct practice, under supervision, with and on behalf of client systems.

I. Performance Criteria

Detailed knowledge and skill performance objectives are defined in the Field Education Performance Achievement Rating Bachelor of Social Work – Junior Year. The performance criteria for the objectives cover three areas:

1. The Agency
 - A. Work habits – 7 criteria
 - B. Knowledge of Agency – 5 criteria

II. Knowledge and Skills in Service Delivery

2. Communication and Relationship skills – 5 criteria
3. Observation – 3 criteria
4. Problem Definition, Fact finding and Assessment – 5 criteria
5. Designing a Plan of Action – 4 criteria
6. Intervention – 4 criteria
7. Termination – 2 criteria
8. Evaluation – 2 criteria

III. Professional Development

9. Values and Ethics – 4 criteria
10. Self-awareness – 4 criteria

For each area there is a definition of the area and expectations of the student for each semester. There are specific behavioral criteria for student performance listed under each area. The

student's performance achievement is rated for each criterion by the field instructor on a scale that ranges from "Does Not Meet" to "Above Expectation".

The field instructor prepares a written description of the student's assignments and other field education experience, the nature of the population served and the learning activities used to evaluate the student's performance achievement.

The "Field Education Performance Achievement Rating, Bachelor of Social Work – Junior Year" is an integral part of the syllabus.

IV. Text/required materials

The Field Education Manual is distributed to all students. 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 on 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.

V. Organization of the Course

Field work days are any two-day combination totaling 16 hours per week for a minimum number of 230 clock hours for each semester. A semester is 15 weeks. Students must remain in the field 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.

VI. Role of the student and Instructor

See University Statement of Obligation of Students and Faculty Members to the teaching-learning process, available at the School of Social Work or in the University Bulletin

VII. Brief Course Outline

Most field experiences will consist of:

- An orientation
- Observation
- Assignment to practice tasks
- Field instruction conferences
- 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

VIII. Assignments

Assignments are those made by the field instructor. [See “Field Education Performance Achievement Rating, Bachelor of Social Work – Junior Year” and the Learning Plan” for illustrations of assignments]. 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 student's professional growth.

IX. Grades

Grades for SW 3998 and SW 4998, Field Practice in Social Work, are assigned by the faculty advisor. 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. Refer to the School's policy “Academic Termination and Reinstatement” for additional information.