

Saginaw Valley State University
Department of Social Work & Youth Services
SW 483 Social Work Field Instruction I
Fall 2015

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Mission Statement of the Department:

Consistent with the mission of the University and EPAS (2015) requirements for the Council on Social Work Education, the mission of the Social Work department is to promote social welfare and well-being for residents of the Saginaw Valley, the state of Michigan and beyond - through advancement of knowledge about social problems, and through educating students and practitioners about effective social work practices.

We seek to respond to the particular needs of oppressed people and of institutions by educating ethical and effective generalist social workers who are prepared to provide services that promote human rights and social and economic justice to the diverse groups living in rural, suburban, and urban areas in this region and who are committed to empowering people/groups that experience oppression and discrimination and helping people to achieve the greatest self-sufficiency.

DESCRIPTION OF THE COURSE

Social work field education is the capstone of the Bachelor of Social Work degree program. Field education entails a two-semester agency-based social work experience in an approved community agency. Students in social work field education are placed in an agency for two semesters and are supervised by an agency staff member, normally an MSW, who is authorized to provide instruction by the University and BSW program field director.

Students in field education are required to complete 15 hours per week in the agency placement for 15 weeks in Fall semester and 15 weeks in Winter semester. Students apply the skills and knowledge they have been learning during campus-based courses to actual practice in work with assigned client systems. Agency-based field instructors provide a minimum of one hour per week of direct supervision, arrange for students to be supervised in assigned tasks, and complete an evaluation of the student at the end of each semester in field placement.

PREREQUISITES & COREQUISITES

Social work students must complete all prerequisite social work courses prior to entering field education. These include the Interdisciplinary Prerequisite Courses and SW 215, 300, 316, 318, 320, 329, and 330. Placement I is taken concurrently with SW 401 (Practice II) and SW 485 (Senior Seminar). Placement II is taken concurrently with SW 402 (Practice III) and SW 403 (Policy II). Co-requisite courses include assignments that students will be expected to complete in or apply to their field experiences.

TEXTS

SVSU, [Social Work Policy Manual](#)

COURSE OBJECTIVES

Students will be able to:

- Operationalize the nine competencies for social work practice, as defined by the Council of Social Work Education, and implemented by the Bachelor of Social Work program.
- Integrate classroom learning and apply this learning to service delivery situations
- Become actively identified as a social work professional.

These objectives are achieved in an orderly and planned process, which involves the field instructor and student engaging in the following tasks:

- Assessing the student's learning needs
- Determining the extent to which the agency and field instructor can meet those needs
- Designing a direct service educational experience to help the student meet those needs which reflects the execution and completion of the program objectives, and, also practice competencies found below
- Providing students with feedback and guidance on performance through regular structured conferences, analysis of recording, attendance at staff meetings, attendance at staff development meetings, and other appropriate mechanisms

The two placement terms are viewed together as one extensive learning experience, guided by the same general program objectives and tasks. It is expected that throughout the two terms the learning experiences will be progressive and developmental in nature. That is, assignments should not merely be a repeat of what the student has already been doing, but should continually challenge the student to acquire new knowledge and to develop and apply new skills.

By the time they have completed the senior field experience placement, students should have developed and implemented the following competencies as outlined by the Undergraduate Social Work Curriculum Development Project. Thus, these competencies are viewed as specific objectives to be accomplished throughout the academic year.

LEARNING COMPETENCIES

Social Work Competencies

The nine Social Work Competencies, as outlined by the Counsel on Social Work Education, are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These thirty-one behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and

responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 1.1 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
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 Use technology ethically and appropriately to facilitate practice outcomes
- 1.5 Use supervision and consultation to guide professional judgment and behavior

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

3.2 Engage in practices that advance social, economic, and environmental justice

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 4.1 Use practice experience and theory to inform scientific inquiry and research
- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5 –Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- 7.2 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
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9–Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- 9.1 Select and use appropriate methods for evaluation of outcomes
- 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

PERSONAL AND PROFESSIONAL DEVELOPMENT

Students must aim to achieve a level of maturity and of ethical principles that are in accord with their professional responsibilities. Self-understanding, self-acceptance and acceptance of others are required in the helping professions. These qualities can be demonstrated by such things as students' awareness of the client's perception of them (including their dress); the ability to cooperate with clients and with other staff; and through the productive use of supervision. They must also demonstrate respect for the individual's right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual, the willingness to recognize their own personal limitations, and openness to new ideas.

Professionalism requires taking the responsibility for one's own work, as demonstrated by the ability to plan one's own workload effectively. Students must work collaboratively with others, and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. They develop the skills to initiate contact with a client system; to maintain rapport without sacrificing focus or limits; to terminate the relationship with an evaluation of their actions and those of the client system; to handle relationships with persons from a variety of age, sex, ethnic/racial and socio-economic backgrounds; to assist client systems in making plans and to modify them when necessary.

PROFESSIONAL CONDUCT

Students within this course are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course.

Students are expected to continue to meet the Admission and Retention Criteria for the Social Work

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Department as described in the SVSU Catalogue and the Student Handbook. Students are expected to abide by the NASW *Code of Ethics* at all times including in class and in field placement. Failure to meet the Admission and Retention Criteria, to abide by the *Code of Ethics*, or meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.

DESCRIPTION OF ROLES

The following descriptions are intended to aid the student in sorting out the various roles and responsibilities of those involved in social work field education. This description is not intended to be comprehensive, but merely a guide.

Director of Field Education - Monitors the overall operation of the field placement program. Conducts orientations for field placement and coordinates Agency Field Day. Transmits assignments from students to liaisons and back as indicated in the schedule. Assists in replacement of students when requested by the liaison. Conducts General Lab Meetings. Hears grievances regarding the field placement component of the social work program.

Faculty Liaison - Provides a link between the Social Work Department, the student, the field instructor, the agency, and site supervisors (if different from the field instructor). Conducts Liaison Meetings. Grades Learning Contract and written assignments. Visits field sites, ensures consistency and appropriateness of experiences, and participates and/or reviews the student performance evaluation. Assigns the final grade for SW 483 & 484. Assists in resolving problems when the student and field instructor are unable to do so. Requests replacement if deemed appropriate. See Manual for further description.

Field Instructor - Supervises the students' field experience to ensure growth and development as a professional general practice social worker. Meets with the student regularly to facilitate understanding of the application of social work values, methods, techniques, and skills in the field experience. Evaluates the student's performance and recommends the grade for the fieldwork portion of the course to the faculty liaison.

Site Supervisor - The employee of the field placement agency who oversees the student's experience. In most cases, this person is also the field instructor. However, some agencies must utilize a professional social worker from another program or from outside of the agency as a field instructor. The site supervisor assigns cases, ensures compliance with agency standards, verifies hours, participates in relevant portions of the student's performance evaluation, and performs other duties commensurate with supervising the daily activities of the student while at the agency.

Department Chairperson- Director of Social Work Program - Coordinates the overall academic program and ensures compliance with university and accreditation standards. Reviews course equivalency requests for transferring social work credits, represents the department at the college, university, and community level. Chairs department meetings. Maintains department records and oversees its budget. Participates in grievances regarding the academic component of the social work program in accordance with the SVSU Student Handbook and acts in place of the Director of Field Education in cases where the Director is also the faculty liaison.

Faculty Mentor - Monitors eligibility for admission and retention for the social work major and admission to the field. Advises students regarding career options and planning.

FIELD EDUCATION POLICIES

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A complete description of field education and field placement policies is contained in the Field Education Manual. The following are a partial list of policies and procedures that students may find useful in planning for this course:

- Field experience hours within an all-day format. Students follow the agency's schedule of regular hours, lunchtime, breaks, *etc.* Any change or adjustment in hours requested must have agency and school approval.
- Attendance is required; it has no substitute. The school supports the agency in holding students to responsible behavior. When absence from the agency is necessary due to illness or other valid personal reasons, it is the student's responsibility to notify the field liaison and the agency. The agency is asked to assist us by noting any absences. No student may receive a passing grade in this course unless she / he has completed the required 225 hours of field experience.
- Responsibility for making up missed sessions, including those missed through illness, is the student's, in consultation with the field instructor.
- Where the need emerges, or where an interest has developed, students are encouraged to participate in agency activities held outside the regular field experience schedule. The field instructor should feel free to suggest that the student attend significant programs, activities, meetings, *etc.*, if it can be arranged, that might provide an added or different learning experience.
- The school has no money to provide financial reimbursement for students to travel to agencies, or on agency business. Travel within the placement, where possible, can be assumed by the agency and may be assumed by the student, while travel to the placement is the student's responsibility.
- Students are required to write reports for the faculty liaison and information will be needed on the agency setting for these reports. Students should take appropriate precautions to disguise the identities of service recipients and to protect the confidentiality of clients in the field setting.

STUDENT GRADING PROCEDURES

Grades for this course are based on a combination of field instructor evaluation of student performance in field placement, student completion of written assignments, and attendance /

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participation in field liaison meetings scheduled throughout the semester. The field instructor will submit the completed Field Instructor Assessment of Student Performance one week before the end of the term. Thus, the field instructor recommends a grade for the agency field experience component of the course.

Any student or field instructor who has concerns about the placement, learning opportunities, or student progress in field placement should contact her / his field liaison by mid-semester to discuss a plan for remediation.

The final grade for this course will be based on the following scale:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
93-100	A	77-79.9	C+
90-92.9	A-	69.5-76.9	C
87-89.9	B+	59.5-69.4	D
83-86.9	B	59.4 & below	F
80-82.9	B-		

LIAISON MEETINGS

Liaison Meetings are small group meetings with your faculty field liaison. Liaison assignments are identified in the Field Placement Directory and will be distributed at the field orientation meeting during the first week of Fall semester. Liaison meetings will take place at 3:00- 3:50 pm on the first and third Tuesdays of each month during Fall and Winter semesters. Liaison meetings are in assigned classrooms, unless other arrangements are made. If your liaison is unable to attend a meeting, you will be directed to meet with the Director of Field Education or a faculty member.

Liaison meetings consist of review of the students' written summaries and discussion of topics related to agency practice. These meetings are intended to meet the State of Michigan licensing requirements for supervision for all social work students.

ASSIGNMENTS AND REQUIREMENTS

Students must submit the following written assignments:

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|--------------------------------------|-----------|
| • Field Education Summaries, | 10 points |
| • Field Placement Learning Agreement | 75 points |
| • Final Self Evaluation | 15 points |

Additional Field Requirements:

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| • Submit Agency Information Update Form | (point deduction) |
| • Attend Table Top Disaster Simulation | (point deduction) |
| • Attend Scheduled Liaison Meetings | (point deduction) |

In addition, attendance at scheduled liaison meetings is mandatory. Written field education summaries will be collected at the beginning of each meeting. Failure to attend a liaison meeting, a scheduled field event, and/or submit a summary will result in a deduction of 2% of the final grade. Excused absences include documented accidents, illness, and death in the family. Students must provide documentation to the liaison for all absences since it will be up to the liaison to decide if they will excuse the absence and accept the late assignment.

The faculty liaison has ultimate responsibility in recording the final grade, including the agency component and the written class component. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor. Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor; if the matter is not resolved at this level, the student should then bring the matter to the Director of Field Education. The Director will then meet with the involved parties as the final Social Work Department procedure for resolving disagreements over Field Placement grades.

Students must complete a minimum of 225 hours of agency-based field experience, complete all written work, and submit the Field Instructor Final Evaluation in order to receive a passing grade in this course. If the minimum of 225 agency-based field hours are not completed, regardless of the completion of coursework, excused absences, medical, family, financial, transportation barriers or emergencies a student will be unable to receive a passing grade. A student may request an incomplete grade with prior approval of the field office and documentation of a plan to complete any hours missed prior to the start of the next academic semester.

COURSE SCHEDULE

(Information in the syllabus may be changed at the instructor's discretion)

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WEEK	DATE & TIME Monday-Friday Schedule	CONTENT/ Assignments
Pre-fall semester	August 24- August 28 Friday August 28 9 am-12 pm	➤ Mandatory Field Education Orientation- to field program & field placement. Course requirements & written assignments. Personal safety; mandated reporter training; professional behavior; use of supervision.
1	August 31- September 4	➤ First Day of Classes begins August 31- official beginning of field education ➤ Work on Learning Contract
2	September 7- September 11	➤ LABOR DAY September 7-8. Students must arrange to make up any hours missed due to school holidays. ➤ Work on Learning Contract
3	September 14- September 18	➤ Liaison Meeting- September 15 3-3:50 pm ➤ Agency Information update form ➤ First Liaison Assignment Due before 3 pm September 15 ➤ Work on Learning Contract
4	September 21- September 25	➤ Work on Learning Contract ➤ During weeks 4-8, Agency appointments must be scheduled with Liaison and Field Instructors/Supervisors.
5	September 28- October 2	➤ Work on Learning Contract ➤ During weeks 4-8, Agency appointments must be scheduled with Liaison and Field Instructors/Supervisors.
6	October 5- October 9	➤ Liaison Meeting- October 6 3- 3:50 pm ➤ Liaison Summary due. ➤ During weeks 4-8, Agency appointments must be scheduled with Liaison and Field Instructors/Supervisors. ➤ Field Placement Agreement & Learning Contract Due to liaison
7	October 12- October 16	➤ During weeks 4-8, Agency appointments must be scheduled with Liaison and Field Instructors/Supervisors.
8	October 19- October 23	➤ Liaison Meeting- October 20 3- 3:50 pm ➤ Liaison Meeting. Liaison Summary due. ➤ Evaluation visits by faculty liaison ➤ During weeks 4-8, Agency appointments must be scheduled with Liaison and Field Instructors/Supervisors.
9	October 26- October 30	➤ Evaluation meetings scheduled. Forms for evaluating student performance available on-line. Liaisons will visit each student and field instructor during weeks 9-14 to review student performance.
	November 2- November 6	➤ Liaison Meeting.

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10	Liaison Meeting- November 3	➤ Liaison Summary due.
11	November 9- November 13	➤ Liaison Meeting. Liaison Summary due. Evaluation visits continue.
12	November 16- November 20 Liaison meeting- November 17	➤ Evaluation visits continue. Prepare Final Report.
13	November 23- November 27	➤ THANKSGIVING BREAK November 26-27. Students must arrange to make up any hours missed due to school holidays.
14	November 30- December 4 Liaison Meeting- December 1	➤ Liaison Meeting. ➤ Student Performance Evaluations Due! <u>(Students keep one copy for yourself)</u> ➤ Final Report due to liaison.
15	December 7- December 11	
16	December 14- December 18	➤ FINAL EXAM WEEK ➤ Winter Break December 21- January 10