I. Course Description

This course is designed to be taken by entering foundation level social work students in the first semester of their master’s program. Students enrolled in SASS 601 take SASS 495, Field Education Seminar concurrently.

The overall goal of this course is to provide graduate level social work students with field related opportunities to develop foundation level competencies in the eight abilities by helping students apply knowledge of social work theory, skills, values and ethics acquired in the classroom in an agency setting. These collective experiences provide students with a forum to develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective, competent developing practitioners. (EPAAS Program Objective M6 and EPAAS Content Area 4.7)

The field instructor is based at the field site and provides the direct instruction to the student. The field faculty advisor is based at the Mandel School of Applied Social Sciences (the School) and is the 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 field faculty advisor participate in the evaluation of the student’s work. The field faculty advisor is responsible for assigning the grade.

II. Course Objectives (Abilities that are Central to this Course):

1) Apply theory, knowledge and skills of a generalist social work perspective to practice with individuals, families, groups, organizations and communities. (EPAAS Program Objective M6 and EPAAS content areas 4.5 & 4.7)

   Ability 3: Apply Social Work Practice Methods
**Ability 1:** Identify as a Reflective Professional Social Worker

2) Demonstrate multicultural competence and learn to use communication skills, differentially across client populations, organizations, communities and advocacy situations. (EPAAS Program Objectives 10 & M6, and EPAAS Content Areas 4.7 and 4.1)

**Ability 7:** Communicate Effectively

**Ability 5:** Integrate Cultural, Economic, and Global Diversity

3) Develop and apply assessment and critical thinking skills within professional social work practice with individuals, families, groups, organizations and communities. (EPAAS Program Objectives 1 & M6, and Content Areas 4.7 & 4.5)

**Ability 6:** Think Critically about Theory and Research Knowledge

4) Understand and apply the value base of the profession and its ethical standards and principles accordingly. (EPAAS Program Objectives 2 & M6, and Content Areas 4.7 & 4.0)

**Ability 4:** Uphold Social Work Values and Ethics

5) Practice without discrimination and with respect, knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (EPAAS Program Objectives 3 & M6, and Content Areas 4.7 & 4.1)

**Ability 5:** Integrate Cultural, Economic, and Global Diversity

**Ability 3:** Apply Social Work Practice Methods

6) Apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations and communities. (EPAAS Program Objectives 7 & M6, and Content Area 4.7)

**Ability 3:** Apply Social Work Practice Methods

**Ability 6:** Think Critically about Theory and Research Knowledge

7) Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (EPAAS Program Objectives 4 & M6, and Content Areas 4.7, 4.1 and 4.2)

**Ability 2:** Advocate for Social, Economic and Environmental Justice

**Ability 3:** Apply Social Work Practice Methods
8) Use supervision and consultation appropriate to social work practice. (EPAAS Program Objectives 11 & M6, and Content Areas 4.7 and 4.5)

   *Ability 3:* Apply Social Work Practice Methods

9) Function within the structure of the organization and service delivery system and where appropriate, seek organizational and / or social policy change. (EPAAS Program Objectives 12 & M6, and Content Areas 4.7, 4.2 & 4.4)

   *Ability 8:* Develop as a Social Work Leader

   *Ability 2:* Advocate for Social, Economic and Environmental Justice

III. Course Topics:

Students will engage in tasks related to each of the eight abilities at the foundation level. Learning assignments should be designed to provide students with a generalist perspective that includes working with a range of client populations and at a variety of levels. All students will work from the Foundation Learning Contract and Evaluation. The learning opportunities for each student will reflect his/her learning needs and the practice experiences provided by the field site.

IV. Course Reading:

**Required:**


Additional readings will be added by field faculty advisor or agency based field instructor during the semester.

**Locating Course Readings**

The current editions of the *Field Education Manual* and the *User’s Guide to the Field Education Learning Contract and Evaluation* are available on the MSASS Field Education website. All required field education forms including the Foundation Learning Contract and Evaluation are also available online. Go to: [http://msass.case.edu/fieldedu/index.html](http://msass.case.edu/fieldedu/index.html).

V. Methods to Attain Course Objectives
Students spend a minimum of 150 hours (approximately 12 hrs/week) in agency placement and an additional 6 hours in professional development opportunities. Students are assigned to a setting through a mutual decision making process involving the student, the field site and the field faculty advisor. Settings are selected based on their ability to provide generalist experience in social work practice. Field instructors must have a master’s degree in social work from a CSWE accredited social work master’s program and two years’ post master’s social work experience.

Students are assigned specific learning tasks designed to accomplish the objectives of the course. At the beginning of the semester, the student and his/her field instructor in consultation with the field faculty advisor, develop a learning plan reflective of the eight abilities using the format found in the Field Education Manual and the User’s Guide to the Field Education Learning Contract and Evaluation. Throughout the semester the student is provided with weekly field instruction and supervision designed to assist the student in the development of social work practice competence at the foundation level. At the end of the semester, the student and field instructor evaluate the student’s performance and submit the evaluation to the field faculty advisor.

In addition to the time at the agency, the student is responsible for participating in a minimum of 6 hours in professional development opportunities. These are activities that have a group interactive component such as a workshop, seminar or online course with a discussion component and are limited to the following areas:

- The learning goals are consistent with content areas salient to what a professional social worker must know, do, or believe. The content area does not need to relate directly to the student’s current field placement but must have a direct relationship to the profession of social work.
- The learning activities must occur in a “group” setting and must include the opportunity for discussion or engagement with the instructor(s) and/or other participants.
- An exception is made to allow students to receive credit for a limited number of professional development hours for activities related to holding leadership positions in LINK, the Mandel Council, or other officially recognized student organizations, and for participation in Community Voices projects.

The student should consult the Field Education Manual and the User’s Guide to the Field Education Learning Contract and Evaluation for additional information concerning Professional Development.

Methods to be used in the course:
- Student participation in assigned learning activities
- Supervision and Field Instruction
- Reflection and Feedback

VI. Instructor Responsibilities

The field experience is comprised of a joint collaboration among the student, the agency-based field instructor and the MSASS field faculty advisor. All parties are bound to adhere to the
The Field Instructor

- Provide an orientation to the agency.
- Have regularly scheduled supervision time available to the student (a minimum of 60-90 minutes weekly) and monitor and provide ongoing performance feedback as indicated.
- Actively participate in the development of the Learning Contract and the Field Conference each semester.
- Attend field instructor trainings provided by MSASS.
- Maintain an open dialogue with the organization’s field faculty advisor to discuss issues relevant to and impacting the Field Education experience.
- Complete the Field Evaluation collaboratively with the student to meet the MSASS deadline for submission.

The Field Faculty Advisor

- Develop working relationships with students and field organizations.
- Participate in the Field Conference with the student and field instructor during each field period.
- Explore and develop new field sites.
- Maintain accessibility to students and field organizations.
- Facilitate and offer consultation in all aspects of the field placement process.
- Review field evaluations and assign grades for field performance.

VII. Student Responsibilities

- Complete all required field hours within the field period and attend all meetings with field faculty advisors.
- Provide the field instructor with copies of course syllabi to be utilized in the collaborative development of the Learning Contract.
- Be an active participant in field supervision by creating an agenda for meetings and clearly defining learning goals and objectives.
- Arrange the Field Conference with the field instructor and field faculty advisor each semester to review and endorse the Learning Contract.
- Perform the identified tasks and activities documented in the Learning Contract by the deadlines agreed upon with the field instructor and field faculty advisor.
- Complete the Field Evaluation in its entirety by the established due date indicated in the Field Education calendar.
- Retain a copy of all field related documentation.

- **Professional Code of Conduct** – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.
- **Plagiarism** – The submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by

NASW Code of Ethics, the MSASS Code of Conduct, and the following specific responsibilities.
someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

- **Statement on Disability:** Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

- **English as a Second Language:** If English is the second language and the student may need special assistance, the student must inform both the field faculty advisor and the agency based field instructor.

**VIII. Grading**

- Grades are assigned by the field faculty advisor.

- A grade of “Pass” or “No Pass” is earned by the student based on a synthesis of:
  - Student’s self assessment
  - Successful completion of the Learning Contract and Evaluation, and required field education hours
  - Field instructor assessment and recommendation
  - Field faculty advisor assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Pass</td>
<td>Meets or exceeds expectations in all areas of field education</td>
</tr>
<tr>
<td>No Pass</td>
<td>Does not meet the expectations for field education</td>
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</tbody>
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- An “Incomplete” grade may be appropriate when:

  - A student has been unable to meet the requirements of the field period due to compelling, extenuating circumstances and there is agreement between the field instructor and field faculty advisor that submission of a Request for Incomplete form is appropriate. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade of “Pass”. Students will need to repeat the field period if the requirements are not fulfilled by the agreed upon date; or

  - Field performance is of sufficient concern to warrant a remediation plan to provide additional evidence of at least satisfactory performance in the field placement before a grade can be assigned.
    - The Field Instructor and/or Field Faculty Advisor may require that a student submit a
Request for Incomplete form.

- The form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements.
- The Field Instructor and Field Faculty Advisor must agree to the plan.
- Final approval of any remediation plan must be made by the Director of Field Education. All students must receive a grade of “Pass” in order to accrue hours in subsequent field periods (i.e. only a passing grade in Field 601 will allow a student to enter Field 602).
- Evidence of completion of field work and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of “Incomplete” to be converted to a grade of “Pass” required for students to proceed to the next field period.

- The Office of Field Education follows the MSASS policy regarding the conversion of grades from “Incomplete” to “Pass” or “No Pass”.

IX. Assignments

Attendance/Participation:

The student shall schedule his/her hours with the field instructor to meet the needs of the agency and to meet the requirement for completing the 150 field hours. Consistent attendance and punctuality is expected. In case of emergency and the student is unable to report to field, the appropriate agency personnel must be informed as soon as possible. Also, the field instructor must be informed of the reason for the absence, and arrangements to take care of scheduled responsibilities for the day must be made. The student is responsible for informing the field faculty advisor about any changes in attendance. The required minimum of 150 hours of field work is exclusive of sick time. Any hours missed must be made up. Failure to complete and report required field hours may impact the student’s grade and work study funds (if applicable).

Foundation Student Learning Contract:

The Foundation Student Learning Contract is to be completed according to instructions in the Field Education Manual and the User’s Guide to the Field Education Learning Contract and Evaluation. A field conference including the student, field faculty advisor and field instructor should be held early in the semester to plan the focus of the student’s learning.

Foundation Student Evaluation:

The student and field instructor are responsible for assessing the student’s performance in field using the Foundation Student Learning Contract and Evaluation. The original, signed document must be submitted to the Office of Field Education by December 11, 2012.

Time Sheets and Professional Development Log:
The student is responsible for keeping a time sheet of the hours completed in field. They must be signed by the student and field instructor and turned in monthly. One copy of the time sheet is turned in to the Office of Student Services to allow for processing the student’s work study funds; the second copy is turned in to the Office of Field Education; and the third copy is retained by the student. Delinquent time logs by more than thirty days may result in a suspension of field hours and loss of stipend.

The student is also responsible for completing and submitting a log of professional development hours at the end of the semester.