I. Course Description

This course is designed to be taken by entering Advanced Standing students as the first field period of their master’s program and by Foundation level social work students as the second field period of their master’s program. It consists of a field practicum and participation in professional development opportunities. For students entering the program with Advanced Standing, there is an additional requirement of a field seminar in lieu of professional development, four logs, and an integrative assignment in addition to the field conference. For students with Advanced Standing, further information about the integrative seminar will be shared in a separate document.

The overall goal of this course is to provide graduate level social work students with field related opportunities to continue 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 social service setting and provides the direct instruction of the student. The field 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 field faculty advisor all participate in the evaluation of the student’s work; the 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

10) Apply research findings to practice, and evaluate their own practice interventions.

Ability A: Think Critically about Theory and Research Knowledge

Ability B: Apply Social Work Practice Methods

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. While all students will work from the same Foundation Learning Contract and Evaluation, the specific learning opportunities for each student will be reflective of the student’s learning needs and the opportunities available in the agency.

Students entering MSASS with Advanced Standing for whom this is the first Field Education course will also participate in an integrative seminar as a means of fulfilling their professional development requirements for the semester.

IV. Course Reading
Required:


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

Locating Course Readings

The current edition of the Field Education Manual and the User’s Guide to the Field Education Learning Contract and Evaluation is 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/fieldeedu/index.html.

V. Methods to Attain Course Objectives

Students spend a minimum of 288 hours (approximately 20 hrs/week) in agency placement, 12 hours in other professional development opportunities, and participate in periodic meetings with field faculty advisors. 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 minimum of a master’s degree in social work from a CSWE accredited master’s social work program and two years’ post master’s social work experience.

Students endorse 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 12 hours in professional development opportunities. These are activities that have a group interactive component such as a class, workshop, seminar or online course with a discussion component and are limited to the following areas:

- The learning goals connect to content areas which are salient to what a professional social worker must know, do, or believe. The content area does not need to relate directly to the
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 student government organizations such as LINK, the Mandel Council, other officially recognized student organizations, and for participation in Community Voices projects.

The student should consult the *Field Education Manual* for additional information concerning Professional Development.

Again note: Full time students entering the program with Advanced Standing are required to participate in a weekly integrative seminar and can use these hours to fulfill their professional development requirements for the semester.

Methods to be used in the course:

- Student participation in assigned learning activities
- Supervision and Field Instruction
- Reflection and Feedback
- Discussion and small group activities

**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 NASW Code of Ethics, the MSASS Code of Conduct, and the following specific responsibilities.

**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 training 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 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
  • Attendance at all meetings with the field faculty advisor
• 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>Pass</th>
<th>Meets or exceeds expectations in all areas of field education</th>
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<tr>
<td>No Pass</td>
<td>Does not meet the expectations for field education</td>
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A grade of No Pass will be assigned if the learning contract/evaluation are not completed by the designated date identified on the learning contract signature page.

• 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 (e.g. only a passing grade in Field 602 will allow a student to enter Field 603).
  ▪ 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:

Attendance in field must be punctual and consistent. Students will schedule their hours with the field instructor to meet the needs of the agency and to fulfill the student’s requirement to complete the required 300 hours in field. If, due to an emergency, a student is unable to report to field, the appropriate agency personnel must be informed as early as possible. Also, the field instructor must know the reason for the absence, and arrangement to take care of scheduled responsibilities for the day must be made. The field faculty advisor must be fully informed by the student about any irregularity in attendance. There is no “sick time” in the required minimum of 300 hours of field work, i.e. all time missed due to illness or other factors must be made up. Failure to complete and report required field hours may impact the student’s work study money.

Student Learning Contract:

The Implementation of Advanced Tasks portion of 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.

Student Evaluation:

The student and field instructor assess the student’s performance in field using the Foundation Student Learning Contract and Evaluation following instructions in the Field Education Manual and the User’s Guide to the Field Education Learning Contract and Evaluation. The original of the completed and signed document is due to the Office of Field Education by the date specified in the Field Education calendar.

Time Sheets:

Students are responsible for keeping a time sheet on the hours logged in field. These 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 Field Education office.