SASS 651A/B: FIELD EDUCATION
Field Faculty Advisor:

Master Syllabus

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2 credit hours

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 651A take SASS 495, the 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 competencies in the eight abilities through the application of the knowledge of social work theory, skills, values and ethics acquired in the classroom to the field practice 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 organization and provides the student with direct field instruction. The field faculty advisor, based at the School, serves as 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 develops social work tasks in compliance with the requirements of the school and the educational needs of the student. The student, field instructor and field faculty advisor all participate in the evaluation of the student’s field performance. The field faculty advisor is responsible for synthesizing the evaluation to assign the grade.

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

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

   Ability A: Apply Social Work Practice Methods
Ability B: Identify as a Reflective Professional Social Worker

2) Demonstrate multicultural competence and demonstrate and facilitate 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 A: Communicate Effectively

Ability B: Integrate Cultural, Economic, and Global Diversity

3) Develop and apply diagnostic, intervention 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 A: Think Critically about Theory and Research Knowledge

4) Appreciate and operationalize 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 A: Uphold Social Work Values and Ethics

5) Practice without discrimination and with respect, including foundation 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 and discriminate between appropriate 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 A: Apply Social Work Practice Methods

Ability B: Think Critically about Theory and Research Knowledge

7) Identify and develop interventions to address the forms and mechanisms of oppression and discrimination. Apply strategies of advocacy and social change at a foundation level to promote social and economic justice. (EPAAS Program Objectives 4 & M6, and Content Areas 4.7, 4.1 and 4.2)
Ability A: Advocate for Social, Economic and Environmental Justice

Ability B: Apply Social Work Practice Methods

8) Develop and implement strategies to maximize supervision and consultation appropriate to social work practice. (EPAAS Program Objectives 11 & M6, and Content Areas 4.7 and 4.5)

Ability A: Apply Social Work Practice Methods

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

Ability A: Develop as a Social Work Leader

Ability B: 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 diverse client populations within a variety of practice contexts. All students will utilize 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 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 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/fieldedu/index.html.

V. Methods to Attain Course Objectives
Students spend a minimum of 144 hours in the agency placement for the SASS 651A/B field periods and an additional 6 hours in professional development opportunities. Students will complete a total of 150 hours of field over a 32 week period. Students are assigned specific
learning tasks designed to accomplish the objectives of the course. At the beginning of the SASS 651A field period, 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. Throughout the field period, the field instructor provides the student with weekly field instruction and supervision designed to support the student’s development of foundation level social work practice competencies. At the end of the SASS 651A field period (75 hours), the student and field instructor will complete an interim evaluation of the student’s progress. At the end of the SASS 651B field period (150 hours), the student and field instructor evaluate the student’s performance and submit a final evaluation to the field faculty advisor for review and the assignment of a grade.

In addition to the time at the field organization, the student is responsible for participating in a minimum of 6 hours of professional development opportunities. These are activities that have a social work focus and an interactive component. Examples include a class, workshop, seminar or online course with a discussion component. In addition:

- The learning goals should enhance content areas salient to what professional social workers 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 social work profession.
- 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.


Methods to be used in the course:
- Student participation in developing and implementing assigned field activities
- Supervision and Field Instruction
- Field Conference
- 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 field organization and the student’s assigned department.
- Provide regularly scheduled supervision 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 MSASS 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 collaborative 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 by the Field Education calendar.
• Retain a copy of all field related documentation.

Statement on Disability: For a student needing accommodations for a disability, please contact the Office of Disability Services at 368-5230 (http://studentaffairs.case.edu/education/disability) for a Letter of Accommodation. It is the student’s responsibility to provide copies of the Letter of Accommodation to the field faculty advisor and field instructor early in the semester so that the student’s needs can be discussed and addressed. Accommodations are not retroactive.

English as a Second Language: It is the student’s responsibility to inform both the field faculty advisor and the agency based field instructor if special assistance is required for English as a second language.

VIII. Grading
• Grades are assigned by the field faculty advisor.

• A grade of “Pass” or “Not 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

A grade of Not Pass will be assigned if the learning contract/evaluation is not completed by the designated date identified on the signature page of the learning contract.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Meets or exceeds expectations in all areas of field education</th>
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<tbody>
<tr>
<td>Not Pass</td>
<td>Does not meet the expectations for field education</td>
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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, field faculty advisor and the Director of Field Education 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 a student to 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 651A/B will allow a student to enter Field 652A).
    ▪ 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 “Not Pass”.

**IX. Assignments**
**Attendance/Participation:**
Attendance in field must be punctual and consistent. Students schedule their hours with their field instructors to meet the needs of the agency and to fulfill the completion of the School’s mandated number of field hours. If a student is unable to report to field, the appropriate agency personnel must be notified as early as possible. The field instructor must be informed of the reason for the absence, and arrangements to address all scheduled responsibilities for the day must be made. The field faculty advisor must be consulted about any irregularity in attendance. There is no “sick time” in the required hours of field work, i.e. all time missed due to illness or other factors must be made up.

**Field Conferences:**
The student will participate in three synchronous meetings with the field advisor during the SASS 651A/B field period. The first is the field conference. The 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. The second, initiated by the field advisor, is a meeting between the student and field advisor to review the student’s progress and discuss any issues related to the field placement process. The third meeting will occur in a small group setting with other students to discuss a topical issue shared by all students. The third meeting is an opportunity for students to share their field experiences with others and learn from one another.

**Student Learning Contract:**
The Learning Contract reflects the development of the concurrent learning experiences available to students in the classroom, field organization setting and the community. The student, field instructor and task supervisor (when applicable) collaborate in defining and endorsing the learning opportunities reflected in this document. The MSASS Ability-Based Learning Environment provides the structure for the development of the Learning Contract. The Implementation of Foundation Tasks and Evaluation portion of the Learning Contract is to be completed according to instructions in the Field Education Manual and User’s Guide to the Field Education Learning Contract. The student is primarily for completing the Learning Contract in consultation with the field instructor.

**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. The original of the completed and signed document is to be received by the Office of Field Education by the date specified in the Field Education calendar.

**Time Sheets:**
Students are responsible for keeping a time sheet for the hours logged in field. They must be signed by the student and field instructor and submitted monthly. Verification of weekly supervision is also recorded weekly on the time sheet. A copy of the time sheet is submitted electronically to the Field Education office. Time sheets should be submitted by the fifth day or each month. Hard copies of the time sheets are submitted at the end of the field period with the learning contract evaluation.