I. Course Description

This required three credit course is designed to be taken by entering Advanced Standing students as the first foundation level field period of their master's program. The purpose of field education is to develop a social work practitioner who: 1) is grounded in the values and knowledge base of the social work profession; 2) who uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems; 3) who evaluates the outcomes of interventions in order to improve the quality of service delivery; and 4) is aware of the importance and value of professional use of self. This requires the ability to integrate the knowledge and skills acquired in the classroom setting with the opportunity to apply and strengthen them in the field practicum. It consists of a field conference, participation in professional development opportunities, four journals and an integrative assignment. The overall goal of this course is to provide social work students with a solid grounding in learning through field education as well as opportunities to integrate classroom and field learning at the generalist practice level).

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

1. Create a safe space to discuss field related issues.
   Ability 1: Identify as a Reflective Professional Social Worker
   Ability 7: Communicate Effectively

2. Understand and implement the 8 abilities as practice behaviors.
   All 8 abilities

3. Develop the skills to evaluate and document competency based learning.
   Ability 1: Identify as a Reflective Professional Social Worker
   Ability 7: Communicate Effectively
   Ability 8: Develop as a Social Work Leader
4. Develop self-assessment skills and demonstrate effective professional practice

   Ability 1: Identify as a Reflective Professional Social Worker
   Ability 3: Apply Social Work Methods
   Ability 7: Communicate Effectively

5. Recognize the values and ethics of the social work profession with emphasis on valuing diversity.

   Ability 1: Identify as a Reflective Professional Social Worker
   Ability 4: Uphold Social Work Values and Ethics
   Ability 5: Integrate Cultural, Economic and Global Diversity

6. Develop the ability to effectively utilize supervision

   Ability 1: Identify as a Reflective Professional Social Worker
   Ability 7: Communicate Effectively

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. Students will work from the 602 Learning Contract and Evaluation. The learning opportunities for each student will reflect students learning needs and the practice experiences provided by the field site.

IV. Course Reading:

Required Texts


Recommended Text


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 601/602 Learning Contract and Evaluation are also available online. Go to: http://msass.case.edu/fieldedu/index.html.

Students need to have VPN installed and running on your computer to be able to access the articles from off-campus. More information about VPN can be found at http://www.cwru.edu/net/guide/help.vpn.html.

Recommended texts will be on reserve in the Harris Library.

V. Methods to Attain Course Objectives

Students spend a minimum of 300 hours (average 9 hours each week) in agency placement and an additional 12 hours in professional development opportunities. Students are approved in a field setting through a field proposal submission process involving the student, the field site and the field education department. In the Intensive Weekend, field settings are secured by the student based on their ability to provide a field education experience that conforms to the requirements of the Mandel’s School’s curriculum. 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 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 and the User's Guide to the Field Education Learning Contract and Evaluation. Throughout the field period 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 field period, 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 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.
Methods to be used in the course:
- Student participation in assigned learning activities
- Supervision and Field Instruction
- Reflection and Feedback

VI. Instructor Responsibilities

- Develop discussion and exercise materials.
- Arrange for supplemental materials as needed.
- Facilitate small group activities.
- Read and comment on student assignments.
- Evaluate student work and provide feedback.
- Be available to respond to questions from individual students

VII. Student Responsibilities

- Attend field on time and actively participate in assigned tasks
- Please contact field instructor/task supervisor if you will be absent.
- Share ideas, learning, and experiences from courses
- Complete all assignments on time.
- Provide feedback on identified learning needs as field progresses.

VIII. Assignments

There will be optional Professional Development sessions scheduled throughout the course.

IX. Conformity to MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual.

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.

Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his /her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

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) 216.368.5230. 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.

X. Grading

Grades are assigned based on student’s ability to assimilate and apply field experiences.

Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.

Grade Scale:  
81-100 - Pass  
80 and Below - No Pass

XI. Attendance Policy:

The student will schedule his/her hours with the field instructor to meet the needs of the agency and to meet the requirement for completing the 300 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. The field instructor must be informed of the reason for the absence and arrangements to take care of scheduled responsibilities for must be made. The student is responsible for informing the field faculty advisor about any major changes in attendance. The required minimum of 300 hours of field work is exclusive of sick or vacation time. Any hours missed must be made up.

Students who miss more than 20% of field, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it or receive a grade of No Pass. Instructors may permit exceptions, with prior consultation from the Assistant Dean for Student Services and with a written plan signed by both the student and the instructor of how time missed from class will be made up. Please note, it is not always possible to make up missed time because of the nature of some courses.

602 Foundation Learning Contract:

The 602 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.

602 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 April 30, 2013 at 5:00 pm

**Time Sheets and Professional Development Log:**

Students are 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.

Students are responsible for completing and submitting a log of professional development hours by April 30, 2013 at 5:00 pm

**Online Course Evaluations**

Students will receive an email one week prior to the last day of classes reminding you that end-of-semester evaluation will soon be available online. The email will also specify the timeframe for completion. The link for completing evaluations is: https://its-services.case.edu/course-evals/evaluate

The course evaluation serves several important functions. Personally, it allows students to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty uses the feedback to improve instruction. Therefore, it plays a significant role in the school, and student’s full and careful attention is appreciated.