Lewis-Clark State College
Social Work Program
SW 497A-7502: Field Instruction I
4 Semester Hours

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Term: Fall 2015

Office Hours:  Monday-  12:00 p.m. - 3:00 p.m.
               Wednesday- 12:00 p.m. - 3:00 p.m.

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

Course Description – Guided by a learning contract, Field Instruction I is a supervised learning experience enabling the student to apply learned techniques, theories, and professional values from social work foundation courses to an agency setting. Field Instruction I focuses on supervised social work practice in a human service agency. Enrollment is limited to students admitted to the BSW Program. Pre-requisite: SW 386, SW 442. SW 443 can be taken concurrently.
I. INTRODUCTION AND OVERVIEW

This course facilitates the student’s development toward entry level generalist practice by providing experiential learning. A total of 200 hours of field experience is required to successfully complete SW-497A. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the beginning skills of professional practice. Field instruction involves direct instruction offered by an agency-based field instructor. Therefore, the specific learning experiences offered to students will be tailored somewhat to the resources of the agency as well as the needs of the student.

Responsibilities of the social work student:
Explicit responsibilities and related instructions are found in the Field Instruction Manual. Please read the manual in its entirety before beginning your placement. If there are any questions please address them immediately.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

The profession of social work has long recognized the importance of providing instruction in the field which includes an application of the skills and theories taught in the classroom. This course provides students an opportunity to begin the practice of professional social work in a controlled and planned setting.

III. EPAS COMPETENCIES AND PRACTICE BEHAVIORS (EXPECTED LEARNING OUTCOMES) MET IN COURSE

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) established 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

Education Policy 2.1 – Core Competencies:

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). Field education is considered the primary means for socializing students to the profession of social work. As such, all competencies considered essential for a social worker are considered by each student in field. As such, unlike other courses, all competencies are primary.

Competencies and Practice Behaviors:

2.1.1 - Identify as a professional social worker and conduct oneself accordingly
   A. Advocate for client access to the services of social work
   B. Practice personal reflection and self-correction to assure continual
professional development
C. Attend to professional roles and boundaries
D. Demonstrate professional demeanor in behavior, appearance, and communication
E. Engage in career-long learning
F. Use supervision and consultation

2.1.2 – Apply social work ethical principles to guide professional practice
A. Recognize and manage personal values in a way that allow professional values to guide practice
B. Make ethical decisions by applying the National Association of Social Workers Code of Ethics
C. Tolerate ambiguity in resolving ethical conflicts
D. Apply strategies of ethical reasoning to arrive at principled decisions

2.1.3 – Apply critical thinking to inform and communicate professional judgments
A. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
B. Analyze models of assessment, prevention, intervention, and evaluation
C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

2.1.4 – Engage diversity and difference in practice
A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
C. Recognize and communicate their understanding of the importance of difference in shaping life experiences
D. View themselves as learners and engage those with whom they work as informants

2.1.5 – Advance human rights and social and economic justice
A. Understand the forms and mechanisms of oppression and discrimination
B. Advocate for human rights and social and economic justice
C. Engage in practices that advance social and economic justice

2.1.6 – Engage in research-informed practice and practice-informed research
A. Use practice experience to inform scientific inquiry
B. Use research evidence to inform practice

2.1.7 – Apply knowledge of human behavior and the social environment
A. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
B. Critique and apply knowledge to understand person and environment

2.1.8 – Engage in policy practice to advance social and economic well-being and to
deliver effective social work services
A. Analyze, formulate, and advocate for policies that advance social well-being
B. Collaborate with colleagues and clients for effective policy action

2.1.9 – Respond to contexts that shape practice
A. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
A. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
B. Use empathy and other interpersonal skills
C. Develop a mutually agreed-on focus of work and desired outcomes
D. Collect, organize, and interpret client data
E. Assess client strengths and limitations
F. Develop mutually agreed-on intervention goals and objectives
G. Select appropriate intervention strategies
H. Initiate actions to achieve organizational goals
I. Implement prevention interventions that enhance client capacities
J. Help clients resolve problems
K. Negotiate, mediate, and advocate for clients
L. Facilitate transitions and endings
M. Critically analyze, monitor, and evaluate interventions

Course Objectives: Upon completion of this course, students should be able to:
A. Integrate theoretical learning and practice; EPAS 2.1.7
B. Develop and integrate into practice the personal characteristics associated with the social work profession: empathy, objectivity, acceptance, genuineness, non-judgmental attitudes, respect for individual differences, and belief in self-determination; EPAS 2.1.5
C. Develop an understanding of one’s own values and ethics and their influence in working with populations at risk; EPAS 2.1.2
D. Provision of experiential assessment and evaluation of the student’s development in the process of becoming an entry-level generalist practitioner; EPAS 2.1.3
E. Demonstrate the preparation for practice as a beginning generalist social worker. EPAS 2.1.10
F. Experiences in the following areas:
   1. Work within the structure and function of agency and community delivery systems; EPAS 2.1.2
   2. Develop worker-client relationships; EPAS 2.1.10
   3. Interviewing, assessing, planning intervention, implementing intervention, evaluation, termination and follow-up; EPAS 2.1.10
4. Knowledge of community resources and how to employ and integrate them in practice; EPAS 2.1.4
5. Community and political relationships within the community social service system; EPAS 2.1.9
6. Analyzing and using organizational policies, procedures, communication systems, etc.; EPAS 2.1.8
7. Case recording and/or other technical writing such as grant applications community needs assessments, court reports, legislative background documents, etc.; EPAS 2.1.10
8. Program evaluation to assess program effectives and evaluate client progress in one owns practice in relation to professional social work standards (e.g., process recording); EPAS 2.1.6
9. The educational supervisory relationship and appropriately using that relationship for personal and professional growth; EPAS 2.1.1
10. Apply guidelines for ethical decision making; EPAS 2.1.2
11. Obtain more thorough knowledge of client base; EPAS 2.1.9
12. Professional resume writing. EPAS 2.1.1

IV. TEXTS AND REQUIRED READING

REQUIRED:

Field Instruction Manual – This manual is available on-line: www.lcsc.edu/socialwork, click on “field manual”


V. TEACHING METHODS/CLASS CLIMATE

This course integrates the knowledge base and learning experiences of the total social work program. The course is taught primarily in tutorial fashion.

Students in a professional program should conduct themselves as professionals. It is not acceptable to be late for field instruction except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.
VI. **CLASS ASSIGNMENTS AND GRADING PROCEDURES**

Details about class assignments can be found in Part VIII of this syllabus.

<table>
<thead>
<tr>
<th>Grades based on:</th>
<th># points or percentage</th>
<th>Course Objectives</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
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<tr>
<td>A) Supervisory Agendas</td>
<td>150 Points</td>
<td>A; B; E; F1; F9;</td>
</tr>
<tr>
<td>B) Field Documentation</td>
<td>250 Points</td>
<td>A; B; C</td>
</tr>
<tr>
<td>C) Field Evaluation</td>
<td>500 Points</td>
<td>A; B; C; D; E; F1; F2; F3; F4; F5; F6;</td>
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<tr>
<td>TOTAL</td>
<td>900 Points</td>
<td>F7; F8; F9, F10; F12</td>
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**Grading Scale**
A: 855 – 900 Points  C+: 690 - 719 Points
A-: 810 – 854 Points C: 660 - 689 Points
B+: 780 – 809 Points C-: 630 - 659 Points
B: 750 – 779 Points D+: 600 - 629 Points
B-: 720 – 749 Points D: 540 - 599 Points
F: 539 Points and Below

**Academic Honesty and Plagiarism**
Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

* **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
* **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
* **Plagiarism**: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
* **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**In addition to action by the professor, all incidents will be reported to Student Affairs.**

**Professional Writing Standards**
All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association* (6th Ed.). Therefore,
allow sufficient preparation time for proofreading and correction to typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

**Note:** If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

*Recommended for 140/240/241. Required for all others.*

**The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

**VII. TENTATIVE ASSIGNMENT SCHEDULE**

**August 21st**  **Field Orientation** (combined meeting with field instructors and students)

**Topics:** Orientation to agency placement; Introduction to course; Purpose of the Practicum; Explore Research Topics; Intern Placement Tracking system; Sample Learning Contracts; College, Agency, Student Expectations, Roles and Responsibilities;

**Objectives:** A; D; E; F1; F5; F9

**Activity:** Begin work on Beginning Contract and 1st draft of Learning Contract; discuss research topics

BEGINNING CONTRACT DUE TWO WEEKS AFTER FIRST DAY OF PLACEMENT (Sept. 07, 2015)
(see Field Instruction Manual for instructions and form) – submitted electronically on IPT

LEARNING CONTRACT DUE FOUR WEEKS AFTER FIRST DAY OF PLACEMENT (Sept. 21, 2013)
(see Field Instruction Manual for instructions and form) – submitted electronically on IPT

TIME SHEETS ARE DUE THE FIRST WEEK OF EACH MONTH FOR THE PREVIOUS MONTH– submitted electronically on IPT

**Dec. 01 THROUGH Dec. 11** - End of semester Agency field visits and evaluations
(see Field Instruction Manual for instructions and form + IPT System)

**DEC. 15** - All field documentation is DUE; time sheets, evaluations, etc.
VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

A. **Supervisory Agenda** – Students will prepare an agenda for supervisor conferences. E-mail the agenda to the faculty field liaison (Doug) AND the Agency Field Instructor one day before the scheduled meeting. The agenda will reflect, in good detail, the issues the student wishes to discuss. Remember this is also a time to address general questions that you may have had during the past week, but that could wait until the supervisory conference. Learning contract activities (development, completion, need to modify) should be addressed here. Students must submit a supervisory agenda each week. No late agendas will be accepted for credit. Due: weekly during the semester
Points: 150

B. **Learning Contract** – An individualized learning plan is developed jointly between the student, agency field instructor, task supervisor (if applicable) and the faculty field liaison. The purpose is to identify the learning opportunities and practice experiences that will enable the student to address the competencies and practice behaviors and to provide an evaluation tool of the competencies expected of the student. The learning contract includes:

- **Competencies and Practice Behaviors** - specific behaviors or qualities student should demonstrate or display
- **Learning activities**: Individualized by the field instructor, task supervisor (if applicable) and student based on opportunities available within the agency and on the student’s readiness for particular experiences.
- **Outcomes**: evaluation of student product.

The learning contract is an evaluative tool that is referred to throughout the semester and may require revision.
Due: September 21st

C. **Completion of field documentation** – Due at various times. Students must complete required documentation for field:

- **Beginning Contract** - September 7th
- **Time sheets** - First week of each month

Due: various times during the semester

D. **Final Evaluations** – Participate as scheduled in final evaluations with the field instructor and faculty field liaison. AFI will complete the SWEAP via IPT
Due: Dec. 11

Points: Letter Grade Assigned by faculty field instructor (final evaluation only) with input from agency field instructor.

**FINAL EXAMINATION POLICY**

A final exam will not be given
Syllabus Addendum

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/).

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog)) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page ([http://www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/)).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.
BIBLIOGRAPHY


Grobman, Linda, Ed. (2002). The field placement survival guide: What you need to know to get the most from your social work practicum. Harrisburg, PA: White Hat Communications Book Series.


http://www.naswdc.org (National Association of Social Workers)

http://www.socialworker.com (Social Work Information)

http://www.aswb.org (Association of Social Work Boards)

http://www.criticalsocialwork.com (Interdisciplinary Journal dedicated to Social Justice)

http://www.ojp.usdoj.gov/bjs (U.S. Dept. of Justice/Bureau of Justice Studies)

http://www.ibol.gov (Idaho Board of Occupational Licenses)