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 497B. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the skills of professional practice.

Course Description – Guided by a learning contract, Field Instruction II 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 II is a continuation of the internship begun in Field Instruction I and continues to focus on supervised social work practice in a human service agency.
Enrollment is limited to students admitted to the BSW Program. Pre-requisite: SW497A, SW498A, SW443, and SW499A. Concurrent enrollment: SW498B, SW49B, and SW480.

This course facilitates the student’s development toward entry-level generalist practice by providing experiential learning of beginning level practice. A total of 200 hours of field experience is required to successfully complete SW497B. Although specific experiences of students will differ somewhat depending on their particular agency setting, all students will focus on the 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 re-read the manual in its entirety before re-entering your placement after the winter break. If there are any questions, please address them immediately.

II. PURPOSE OF THE COURSE IN THE CURRICULUM
The profession of the 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.

<table>
<thead>
<tr>
<th>EPAS Competency &amp; Expected Learning Outcomes (aka: Practice Behaviors)</th>
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<tbody>
<tr>
<td><strong>2.1.1 - Identify as a professional social worker and conduct oneself accordingly</strong></td>
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<tr>
<td>A. advocate for client access to the services of social work;</td>
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<tr>
<td>B. practice personal reflection &amp; self-correction to assure continual professional development;</td>
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<td>C. attend to professional roles and boundaries;</td>
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<tr>
<td>D. demonstrate professional demeanor in behavior, appearance, and communication;</td>
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<tr>
<td>E. engage in career-long learning;</td>
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<td>F. use supervision and consultation;</td>
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<tr>
<td><strong>2.1.2 - Apply social work ethical principles to guide professional practice.</strong></td>
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<tr>
<td>A. recognize and manage personal values in a way that allows professional values to guide practice;</td>
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<tr>
<td>B. make ethical decisions by applying standards of the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</td>
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<td>C. tolerate ambiguity in resolving ethical conflicts;</td>
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<tr>
<td>D. apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td><strong>2.1.3 - Apply Critical thinking to inform and communicate professional judgments.</strong></td>
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<tr>
<td>A. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
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<tr>
<td>B. analyze models of assessment, prevention, intervention, and evaluation;</td>
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<tr>
<td>C. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td><strong>2.1.4 - Engage diversity and difference in practice.</strong></td>
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<tr>
<td>A. recognize the extent to which culture’s structures &amp; values may oppress, marginalize, alienate, or create/enhance privilege/power;</td>
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<td>B. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</td>
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<tr>
<td>C. recognize and communicate their understanding of the importance of difference in shaping life experiences;</td>
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<tr>
<td>D. view themselves as learners and engage those with whom they work as informants.</td>
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<tr>
<td><strong>2.1.5 - Advance human rights and social and economic justice.</strong></td>
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<tr>
<td>A. understand the forms and mechanisms of oppression and discrimination;</td>
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<tr>
<td>B. advocate for human rights and social and economic justice;</td>
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<td>C. engage in practices that advance social economic justice.</td>
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<td><strong>2.1.6 - Engage in research-informed practice and practice-informed research.</strong></td>
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<tr>
<td>A. use practice experience to inform scientific inquiry;</td>
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<tr>
<td>B. use research evidence to inform practice.</td>
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<tr>
<td><strong>2.1.7 - Apply knowledge of human behavior and the social environment.</strong></td>
</tr>
<tr>
<td>A. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</td>
</tr>
<tr>
<td>B. critique and apply knowledge to understand person and environment.</td>
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</tbody>
</table>
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, & 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.

IV. TEXTS AND REQUIRED READING

Field Instruction Manual – This manual is available on-line (click on “field manual” on the following link: http://www.lcsc.edu/social-sciences/programs/social-work/field-education/


Other readings as assigned on Blackboard.

V. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Grading Procedures
Field Instruction is graded Pass/Fail (P/F). The grade will be determined by the student’s Agency Field Instructor informed by the SWEAP: Field/Practicum Placement Assessment Instrument (FPPAI) at Endpoint.
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 the 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. As you are in CDA, they accept work via e-mail, writinglab@lcmail.lcsc.edu. Many have found this extremely helpful. 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.

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

VI. REQUIREMENTS OF INTERNSHIP

FIELD DOCUMENTATION/PROFESSIONAL BEHAVIOR

Professional behaviors include attendance, punctuality, professional interaction with peers and instructor, in addition to other considerations.

Documentation includes:

1. **Beginning Contract** already submitted electronically on IPT during the fall semester.
2. **Time sheets** due the first week of the following month. Submitted electronically on IPT.
3. **Learning Contract** due four weeks after the first day of internship for the Spring Semester. Submitted electronically on IPT and SW498B Blackboard.
4. **Supervisory agendas** submitted weekly to Agency Field Instructor and Field Liaison (seminar instructor) via e-mail.

**Important Dates:**

- **February 27-March 3** – **(Week 7)** Mid-term Agency field visits/phone calls
- **April 17-28** – **(Weeks 13-14)** End of semester Agency field visits and evaluation
- **May 10** – **(Week 16)** All field documentation is DUE; time sheets, evaluations, etc.

VII. DESCRIPTIVE MATERIAL REGARDING REQUIRED PAPERWORK

A. Supervisory Agenda – Students will prepare an agenda for supervisor conferences. E-mail the agenda to the faculty liaison AND the agency field instructor. 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.

B. Students must complete required documentation for field. Due: various times during the semester
C. End of semesterEndpoint Evaluation: Students are required to take the SWEAP: Field/Practicum Placement Assessment Instrument (FPPAI) at Endpoint (end of spring semester).

D. FINAL EXAMINATION POLICY: A final exam will not be given.

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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 www.lcsc.edu/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 and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy 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 may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President 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 Vice President for Student Affairs’ web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, 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.

**Student Feedback**
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

**Student Work**
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016