Course Information

Social Work 484-70
Field Education II: 4 Semester Credit Hours
Spring 2023

Instructor Information

Ramon B. Royce, LMSW
Phone: 208-792-2478
Email: rbroyce@lcsc.edu
Office: Expedition Hall Room 13
Office Hours: Tues. & Wed. 9:30am-11:00 and by Appointment

Social Work Program Mission Statement

http://www.lcsc.edu/social-sciences/programs/social-work/social-work-mission-statement/

Introduction and overview

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 I focuses on supervised social work practice in a human service agency. Enrollment is limited to students admitted to the BSW Program.

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 SW497A. 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. If there are any questions about your internship as you move into the second semester, please address them immediately.

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 practice professional social work in a controlled and planned setting.

EPAS competencies and core objectives

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standards (EPAS) established 9 Core Competencies that social work students are expected to meet upon graduation from an accredited BSW Program. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. In senior seminar, during the course of the full year, students will demonstrate an understanding of each of the core competencies as outlined below. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies
- Competency 1: Demonstrate Ethical and Professional Behavior. Social Workers:
  - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1.1);
  - use reflections and self-regulation to manage personal values and maintain professionalism in practice situations (1.2);
  - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (1.3);
  - use technology ethically and appropriately to facilitate practice outcomes (1.4); and
  - use supervision and consultation to guide professional judgment and behavior (1.5).
- Competency 2: Engage Diversity and Difference in practice. Social Workers:
  - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1);
  - present themselves as learners and engage clients and constituencies as expert of their own experiences (2.2); and
  - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3).
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers:
  - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1); and
  - engage in practices that advance social, economic, and environmental justice (3.2).
- Competency 4: Engage in Practice-informed Research and Research-informed Practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research (4.1);
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2); and
- use and translate research evidence to inform and improve practice, policy, and service delivery (4.3).

♦ Competency 5: Engage in Policy Practice. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (5.1);
- assess how social welfare and economic policies impact the delivery of and access to social services (5.2); and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (5.3).

♦ Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers:

- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6.1); and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2).

♦ Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies 7.1);
- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2);
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3); and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4).

♦ Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers:

- apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.1);
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (8.2);
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (8.3); and
- facilitate effective transitions and endings that advance mutually agreed-on goals (8.4).

♦ Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers:

- select and use appropriate methods for evaluation of outcomes (9.1);
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9.2);
- critically analyze, monitor, and evaluate intervention and program processes and outcomes (9.3); and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (9.4).

Texts and Required Reading
Field Instruction Manual – This manual is available on-line: www.lcsc.edu/socialwork, click on "field manual"

NASW. (2008) Code of Ethics of the national association of social workers. Available online: www.naswdc.org/pubs/code/doce.asp. Or may be purchased from SOSW for $5.00.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: A.P.A.

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.

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.

Class Grading Procedures
The Field Instruction grade will be Pass or Fail. The Agency Field Instructor will provide a suggested grade to the Field Liaison who will make the final decision of the student's earned grade. A student who fails the course will need to retake SW497A.

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 may be able to assist you in improving them. If you are not near a campus writing center, consider using the online option. Information can be found here: http://www.lcsc.edu/writing-center/distance-students/
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.

Documentation
Time Sheets are due the first week of the following month submitted electronically. Other documentation should be submitted as requested in seminar. Please pay attention to Announcements in Canvas for additional instructions.

Final Examination Policy
A final exam will not be given.