LEWIS-CLARK STATE COLLEGE

SW 484: Field Education II
4 Semester Hours
Spring 2023

Instructor: Kelly FitzSimmons, LMSW
Classroom: Field Placement Sites
Office: LKH 218A
Phone: (208)676-7201
Email: kbfitzsimmons@lcsc.edu
Office Hours: Wed 11:30am-2:30pm, or by appointment

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:
 Provide competent services to promote social, economic, and environmental justice and advocate for human rights.

- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

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 focuses 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.

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 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.

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).

III.

Course Objectives: Upon completion of this course, students should be able to:
   A. Integrate theoretical learning 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, implanting 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 systems; 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 effectiveness and evaluate client progress in one's own 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

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/

NASW. (2021) Code of ethics of the national association of social workers. Available online: www.naswdc.org/pubs/code/doce.asp, or may be purchased from Lewiston SOSW for $5.00.

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

Grading Procedures

Field Instruction is graded Pass/Fail (P/F). The grade will be determined by the Field Liaison with input from the student's Agency Field Instructor informed by the SWAC: 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).

* <u>Fabrication</u>: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

* <u>Plagiarism</u>: 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).

* <u>Facilitating academic dishonesty</u>: 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 <u>Publication Manual of the American Psychological Association</u> (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 or your written work.

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

VII.**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. **Time sheets** due the first week of the following month.
   Submitted to Canvas with student and supervisor signatures.
2. **Learning Contract** updated by the second week of the Spring Semester.
   Submitted electronically to Canvas with student and supervisor signatures.
3. **Social Work Assessment of Competencies (SWAC)** to be completed at endpoint.

Important Dates:

<mark>January 26 -- **(Week 2)** Update to Learning Contract due</mark>

<mark>March 6-10 – **(Week 8)** Mid-term Agency field visits/phone calls</mark>

<mark>May 1-5 – **(Week 15)** End of semester Agency field visits and evaluation</mark>

<mark>May 11 – **(Week 16)** All field documentation is <u>DUE</u>; time sheets, evaluations, etc.</mark>

VIII. **DESCRIPTIVE MATERIAL REGARDING REQUIRED PAPERWORK**
   A. Time Sheets: Time spent at the agency should be documented by the student at the end of each day and recorded to the nearest half-hour. It is the student's responsibility to ensure him/her and their AFI sign off and submit to Canvas by the first week of the following month.
   B. Learning Contract: Immediately upon beginning the internship the student and their AFI should update the Learning Contract to make it relevant and meaningful for the spring semester. It is primarily the student's responsibility to complete this document with the input and approval of the AFI. This is to be signed off by the student and AFI by the 2nd week of the semester.
   C. End of semester Endpoint Evaluation: SWAC (Social Work Assessment of Competencies): to be completed by the AFI with the student at Endpoint (end of spring semester).
   D. **FINAL EXAMINATION POLICY:** A final exam will not be given.

LEWIS-CLARK STATE COLLEGE 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
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-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