Instructor:Agency Field Instructor and Faculty Field Liaison

Email: fieldeducation@ssw.umaryland.edu

Phone: 410-706-7187

Office: Office of Field Education

Semester: Fall 2023 and Spring 2024

Office Hours: 9:00AM – 5:00PM

Format**:** Traditional at Field Practicum Agencies

Class Room: Approved Agency

Class Time: Monday/Wednesday or Tuesday/Thursday during regular business hours

Campus: Baltimore and/or Shady Grove

**COURSE DESCRIPTION**

The Foundation Field Education courses are core elements of the educational program. These courses provide opportunities for students to integrate knowledge, values, skills, and cognitive and affective processes learned in academic courses to the practicum situation at the foundation level of generalist social work practice. Field practicum provides opportunities to learn the person-in-environment framework; the application of scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels; and strategies to engage diversity in practice and advocates for human rights and social and economic justice.

Students are placed in field practicums in a wide variety of organizational settings including the public, private, and nonprofit sectors. Placement settings include the range of opportunities available to social work practitioners. It is expected that all foundation placements will provide students with both clinical and macro practice learning opportunities. It is expected that educational planning for each placement is co-produced with the student, Field Instructor, and Faculty Field Liaison and described on the Learning Agreement.

Students complete their foundation field practicum two days a week, generally Monday/Wednesday or Tuesday/Thursday from the beginning of the academic year through April. This is a three-credit course each semester. **Students registered for foundation field practicum must also be enrolled in (or have completed) SOWK 630** (Social Work Practice with Individuals) **and SOWK 631** (Social Work Practice with Communities and Organizations) **in the fall semester and SOWK 632** (Social Work Practice with Groups and Families) **in the spring semester.**

Students must complete a Learning Agreement, a minimum of three Process Recordings (per semester), monthly reports, monthly time sheets, attend monthly field practicum seminars, and complete a minimum of 55 days in field practicum on the schedule provided by the Office of Field Education. One process recording must be a MACRO Process Recording. Additional assignments may be required by the Field Instructor and/or Faculty Field Liaison depending on the student's learning needs and field practicum site demands. It is primarily the responsibility of the student, in consultation with the Field Instructor and Faculty Field Liaison, to be sure that learning assignments are undertaken that will demonstrate the student’s achievement in the Nine CSWE Social Work Competencies. The Learning Agreement is the learning plan which identifies the field practicum opportunities for the student to practice and demonstrate the 31 Foundation Behaviors. At the end of each semester the student is rated on the achievement of competency in these 31 Foundation Behaviors. Problems with designing and/or completing the Learning Agreement need to be collaboratively addressed by the student, Field Instructor, and Faculty Field Liaison.

**PREREQUISITES**

None

**KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES**

 At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

**Knowledge**

1. Know and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, and agency standards.
2. Acknowledge the historical and current nature of social service delivery practice, including the cultural, social, political and environmental context in which intervention occurs.
3. Identify and reflect upon the impact of social, economic and environmental issues and policies on clients in order to work from a culturally competent framework, and engage in the advancement of social, economic, and environmental justice.
4. Express the importance of implementing intervention models and techniques that are based on research and practice.
5. Identify and apply strategies to engage, assess, intervene, and evaluate practice with clients/constituencies at all five system levels.

**Skills**

1. Identify, explore, and discuss ethical issues, including use of technology in practice.
2. Develop and maintain culturally competent and sensitive helping relationships with client/constituent systems.
3. Identify relevant social justice issues and strategies to advocate for clients/constituencies at all systems levels.
4. Demonstrate ability to assess the functioning of, and select and apply research-based, culturally appropriate interventions for clients/constituencies at all systems levels.
5. Monitor and evaluate practice and change processes.
6. Engage with clients/constituencies using empathy and reflection to actively listen and better understand their unique experiences.
7. Collect, assess, organize, and analyze data to determine appropriate interventions.
8. Establish mutually agreeable goals, including demonstration of ability to discuss and process information and ideas, thoughts and concepts with clients/constituencies.
9. Demonstrate beginning knowledge of the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) and how it is used in practice.
10. Discuss and evaluate interventions with individuals, families, groups, organizations, and communities in supervision and modify interventions based on findings.
11. Review client/constituent progress toward goals using agency appropriate measures and tools, and maintain communication and follow up with client/constituent to determine outcomes and potential success and in preparation for termination.
12. Articulate social work identity, and demonstrate critical thinking, engagement and assessment skills.

**Values**

1. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
2. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have experienced oppression.
3. Identify and evaluate research, program evaluation, and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
4. Apply the NASW Code of Ethics when addressing issues in practice.
5. Recognizes and builds upon the strengths and resiliency of all human beings.

**Cognitive and Affective Processes**

1. Actively and intentionally engage in supervision and consultations that promote self-reflection, professional growth, and development.
2. Recognize the importance of self-awareness in professional relationships, including the impact of one’s own values and behaviors on practice, and the overall importance of professionalism.
3. Apply an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
4. Identity the way in which personal emotions influence thinking and subsequently behavior.
5. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

**REQUIRED READINGS OR TEXTS**

Student Field Education Orientation Handouts:

 <https://www.ssw.umaryland.edu/media/ssw/field-education/Student-Orientation-Handouts-2022.pdf?&>

MSW Field Education Manual:

 <https://www.ssw.umaryland.edu/media/ssw/field-education/Field-Manual-2022-2023.pdf?&>

National Association of Social Workers (NASW) Code of Ethics:

 <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**ADDITIONAL RECOMMENDED RESOURCES**

**Recommended Readings:** None

**ASSIGNMENTS AND GRADING**

Achievement of student competency outcomes will be measured through successful completion of the following assignments. Note: Link for the Field Education Calendar and Field Education Manual: <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/?&>

1. Time Requirements at Placement

2. Learning Agreement: Each student will develop an electronic learning agreement with their Field Instructor and submit it to their Faculty Field Liaison. Learning Agreements are based on the nine competencies and respective behaviors, and include a sampling of activities appropriate to demonstrate building competence in those behaviors. The Learning Agreement is a tool to guide the field practicum experience, an agreement between student and field instructor on the content of that experience.

3. Weekly Supervision: Students and Field Instructors will participate in scheduled weekly education conferences. These conferences should take the form of tutorial sessions for a minimum of one hour per week and should include a discussion of competency behaviors, process recordings, learning agreement, and provide an opportunity for self-reflection and feedback/assessment. Students are required to create the agenda for each session, and should plan and be prepared to discuss those, as well as other issues deemed relevant by the Field Instructor.

4. Monthly Reports and Timesheets: Students will submit electronic Monthly Reports and Timesheets to their Faculty Field Liaison by the 5th of each month. Monthly reports require the student to describe their client caseload, group interventions, administrative projects, macro activities, challenges during the reporting period, ways in which they have integrated course and field practicum work, frequency and quality of supervision, and progress on other assignments.

5. Participation in Monthly Field Seminars: The integrated field seminar is led by the student’s Faculty Field Liaison and meets once a month. Students meet in small groups to discuss their field practicum experiences, anti-oppressive social work practice, knowledge and skill development, engage in critical self-reflection and explore developing professional social work identities in the context of anti-racism, oppression and privilege, and cultural humility.

6. Process Recordings: Students are required to submit 3 process recordings each semester by the 5th of the month. One process recording must be a MACRO Process Recording. *For the Individual/Clinical Intervention Process Recording:* Students are required to document a script of a session or portion of a session with a client, where they recall the specific words and phrases to the best of their ability in dialogue format, report on skills they used at specific points throughout the session, record “gut-level” feelings as they occur at specific points in the session, analyze the content of the session, their skills implementation and gut-level feelings as they review the session and identify next steps*. For the Macro Process Recording*: Students are required to describe the event and target goal/ presenting issue, describe their role and assigned tasks, include a self-assessment of skills used and content learned, processing of feelings, identification of the dynamics of power and multiculturalism, and summary of overall effectiveness of the event and identify next steps. Students must submit each process recording to their field instructor for written comments, and discuss the process recording during supervision.

**GRADE CONSTRUCTION**

A mid-semester assessment is completed by the Field Instructor during a student’s first and second semester of placement. At the end of each semester the Field Instructor with advice and consultation of the Faculty Field Liaison reviews the student’s performance with the student and submits an electronic assessment. Students are graded on a PASS/FAIL basis. The Faculty Field Liaison assigns the final grade. For additional information, see **Grading**, MSW Field Education Manual.

As soon as a Field Instructor identifies that a student is at risk of failing or performing at an *unsatisfactory* or *needs* *improvement* level for one and/or more behaviours, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the Faculty Field Liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, Field Instructor, and Faculty Field Liaison. Students who are concerned about their performance are strongly encouraged at any point during their practicum to ask their Field Instructor for feedback during their weekly supervision sessions.

At the end of each semester as part of their evaluation, field instructors will assign a competency rating score based on student performance for each foundation competency behavior.

The field practicum ratings are:

* **Outstanding**: Student CONSISTENTLY EXCEEDS expectations related to the identified behavior
* **Proficient**: Student CONSISTENTLY MEETS expectations related to the identified behavior
* **Developing**: Student GENERALLY MEETS expectations related to the identified behavior
* **Needs Improvement**: Student INCONSISTENTLY MEETS expectations related to the identified behavior
* **Unsatisfactory**: Despite being given opportunities; the student NEVER or RARELY MEETS expectations related to the identified behavior
* **No Opportunity**: Student did not have an opportunity to demonstrate the identified behavior

**LATE ASSIGNMENTS**

**Field Practicum Assignments**: All assignments for this course will be submitted in a timely manner. Consistent lateness in the submission of assignments will affect the assessment of student performance.

**Academic Integrity**

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

**ADA Disclosure and Accommodation Requests**

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for field practicum, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit [http://www.umaryland.edu/disabilityservices/](https://umail.umaryland.edu/owa/redir.aspx?C=7ef647bbb6a347ab93f106181a22a87b&URL=http%3a%2f%2fwww.umaryland.edu%2fdisabilityservices%2f)

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW web-site and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability*.*

**STUDENT OUTCOMES**

Foundation Field Instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine competencies that must be adequately addressed in an MSW curriculum as listed below.

**Council on Social Work Education (CSWE) Social Work Competencies**

The following are the nine CSWE competencies that all MSW students should demonstrate upon completion of their Foundation Field Practicum.

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene, individuals, families, groups, organizations, and communities
9. Evaluate individuals, families, groups, organizations, and communities

The corresponding behaviors for each competency (listed below) will be measured in this course to assess students’ achievement of these competencies. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

**COMPETENCIES AND 31 FOUNDATION BEHAVIORS ASSESSED IN THIS COURSE**

**Competency #1: Demonstrate Ethical and Professional Behavior**

1.1 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.

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1.3 Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.

1.4 Use technology ethically and appropriately to facilitate practice behavior outcomes.

1.5 Use supervision and consultation to guide professional judgment and behavior.

**Competency #2: Engage Diversity and Difference in Practice**

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice**

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

3.2 Engage in practices that advance social, economic, and environmental justice.

**Competency #4: Engage in Practice-informed Research and Research-informed Practice**

4.1 Use practice experience and theory to inform scientific inquiry and research.

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency #5: Engage in Policy Practice**

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5.2 Assess how social welfare and economic policies impact the delivery of and/or access to social services.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

6.2 Use empathy, reflection, and interpersonal skills.

**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities**

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

7.2 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.

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Use intra and/or inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiate, mediate, or advocate with and on behalf of diverse clients and constituencies.

8.5 Facilitate effective transitions and endings that advance mutually agreed on goals.

**Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 Select appropriate methods for evaluation of outcomes.

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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

**Course Structure/Requirements**

For a description of the field practicum course requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual. <https://www.ssw.umaryland.edu/media/ssw/field-education/Field-Manual-2022-2023.pdf?&>

**Class Attendance and Field Practicum Schedule**

For a description of attendance requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual. For a description of the schedule of field practicum days for all students, please refer to the appropriate sections in the MSW Field Education Manual and the Field Education Calendar found at: <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/?&>

**Teaching Methodology**

Please refer to the following in the MSW Field Education Manual:

1. Role and Expectations for Field Instructor
2. Role and Expectations for Faculty Field Liaison
3. Role and Expectations for Student

**Conduct in Field**

Disruptive behavior at field practicum settings interferes with the teaching and learning process and provision of client services. The Field Education Code of Conduct described in the Student Orientation Field Handouts and signed by each student in the Electronic Field Notebook identifies the areas of expected student behaviors.

**Class Participation**

For a description of participation requirements for all students, please refer to the appropriate sections in the MSW Field Education Manual.

**Use of the Electronic Field Notebook (EFN)**

The Electronic Field Notebook (EFN) is the online system through which students submit their assignments, receive feedback from their Field Instructor, and keep their Faculty Field Liaison informed of their progress.

**The Electronic Field Notebook (EFN) Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with the EFN you can: Inform your Faculty Field Liaison for guidance and assistance. If the Faculty Field Liaison is unable to answer your question, contact the Office of Field Education at  fieldeducation@ssw.umaryland.edu