

 <p>GRAND VALLEY STATE UNIVERSITY SCHOOL OF SOCIAL WORK</p>	<p>SW 491 – Social Work Field Education II</p> <p>Winter Semester</p>
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Professor:
Email:
Phone: 616-331-6550

Credits: 3
Prerequisites: SW 490/SW 492
Co-requisite: SW493 and SW495

MISSION AND GOALS

School of Social Work Mission

The School of Social Work prepares its students to attain social work practice and professional leadership; advance the field’s knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School’s legacy emphases on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

B.S.W. Program Goals

- To prepare BSW graduates for entry into the social work profession as generalist social work practitioners.
- Prepare students for continued professional development opportunities. Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2008). *Educational policy and accreditation standards* [EPAS].

FIELD EDUCATION: THE SIGNATURE PEDAGOGY

Field Education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field Education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructors, students 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. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

FIELD EDUCATION PHILOSOPHY

In keeping with the most recent practice standards outlined by the Council on Social Work Education, the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing both foundation and advanced practice competencies at the MSW and BSW level.

Field Education curriculum provides students with an experiential and imitative learning opportunity to explore and use Social Work ideas, concepts and behaviors first encountered in the classroom. These learning opportunities are designed to further develop professional social work identity, self-reflection and self-awareness, and practice competence in each student. In each semester of field placement students develop concrete and measurable activities that address specific practice behaviors using the learning contract and assessment tool. The development and monitoring of these activities requires the collaboration of the student, the agency based field instructor and the university based faculty liaison. This model of collaborative competency based Field Education is implemented at both the BSW and MSW level.

Additional emphasis on the integration of coursework into Field Education is provided by the guided Field Education Seminar coursework, providing students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure track faculty actively engaged in teaching. This faculty further insures the reciprocal nature of field practice in courses and the field experience.

COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICIES AND STANDARDS (EPAS) CORE COMPETENCIES AND PRACTICE BEHAVIORS

1. Core Competency: Identify with social work profession (2.1.1)

Practice Behaviors:

- a) Advocate for client access to the services of social work;
- b) Practice personal reflection and self-correction to assure continual professional;
- 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. Core Competency: Apply ethical principles in practice. (2.1.2)

Practice Behaviors:

- a) Recognize and manage personal values in a way that allows professional values to guide practice;
- b) Make ethical decisions by applying standards of the National Association of Social Workers 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;
- c) Tolerate ambiguity in resolving ethical conflicts;
- d) Apply strategies of ethical reasoning to arrive at principled decisions.

3. Core Competency: Apply critical thinking in practice (2.1.3)

Practice Behaviors:

- 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.

4. Core Competency: Incorporate diversity into practice (2.1.4)

Practice Behaviors:

- a) Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, 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 importance of difference in shaping life experiences;
- d) View themselves as learners and engage those with whom they work as informants.

5. Core Competency: Advocate for human rights and social justice (2.1.5)

Practice Behaviors:

- 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.

6. Core Competency: Engage in informed research (2.1.6)

Practice Behaviors:

- a) Use practice experience to inform scientific inquiry;
- b) Use research evidence to inform practice.

7. *Core Competency*: Apply knowledge of human behavior in the social environment **(2.1.7)**

Practice Behaviors:

- a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- b) Critique and apply knowledge to understand person and environment.

8. *Core Competency*: Engage in policy practice to advance social and economic well-being **(2.1.8)**

Practice Behaviors:

- a) Analyze, formulate, and advocate for policies that advance social well-being;
- b) Collaborate with colleagues and clients for effective policy action.

9. *Core Competency*: Respond to contexts that shape practice **(2.1.9)**

Practice Behaviors:

- 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.

10. *Core Competency*: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities **(2.1.10)**

Practice Behaviors:

Engagement

- a) Substantively and effectively 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.

Assessment

- 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.

Intervention

- h) Initiate actions to achieve organizational goals;
- i) Implement interventions that enhance client capacities;
- j) Help clients resolve problems;
- k) Negotiate, mediate, and advocate for client.

Evaluation

- l) Facilitate transitions and endings;
- m) Critically analyze, monitor, and evaluate interventions.

ACCOMODATION NEEDS

Any student in this class who has special needs because of a learning disability, or other kinds of disabilities, must report to **Disability Support Services**. This is a required action if you wish special consideration. Also, please feel free to come and discuss this with me. For further information check the website at <http://www.gvsu.edu/dss/> or call 331-2490. The office is located at 240 Student Services Building on the GVSU Allendale campus.

BSW STUDENTS: PORTFOLIO REMINDER

Portfolio development is an important part of evaluating student learning and serves to integrate the competencies and practice behaviors taught in all BSW classes. Please remember to save an assignment, presentation, project or test from each class to contribute to your portfolio, compiled in SW495, the Senior Capstone class.

COURSE DESCRIPTION

This course requires 225 hours of interacting in social work activities per semester in a School of Social Work approved field education site. Fifteen of the 225 hours are earned in Field Education Seminar II (SW 493). Students have opportunities to apply theories, techniques, and concepts through observation and participation in supervised assignments and show evidence of skill acquisition through supervisor assessment and evaluation.

COURSE REQUIREMENTS

This course requires attendance at an assigned field site and assignments from the field site supervisor unique to the social work setting. Successful completion of the course requires completion of the required hours and attainment of the required benchmarks on the learning contract evaluation. Students are required to participate in concurrent attendance with SW492, Social Work Field Seminar I, a course designed to integrate classroom teaching, supervision and evaluation with student placement in a social agency. Seminar and Field Education are inextricably related and must both be simultaneously successfully completed in order to receive credit. Using the specially developed Learning Contract, specific practice behaviors are addressed and assessed during the semester. Field supervisors use the Learning Contract to provide practice opportunities and assess student learning.

- a. Students will complete a Learning Contract based on the 10 core competencies and the key practice behaviors that demonstrate achievement of the 10 core competencies.
- b. Students will participate in an end of semester performance evaluation meeting with her/his Field Instructor and Faculty Liaison each semester.
- c. Students will complete a self-evaluation each semester utilizing the Learning Contract.
- d. Students will complete a Field Education Exit Survey at the completion of Field Education II.

RECOMMENDED READINGS

NASW *Code of Ethics*

Grand Valley State University [GVSU], School of Social Work. (June 2013). *Bachelor of social work field education manual: Policies and procedures*. Grand Rapids, MI: GVSU.

ASSIGNMENTS

Successful completion of the Learning Contract	50%
Completion of required hours	50%

BSW FIELD BIBLIOGRAPHY

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