PART 1: COURSE INFORMATION

SW 8020 Field Practicum

6 credits (must be distributed across both semesters)

Faculty contact:
- Name:
- Email:
- Phone:
- Office Location:

Course descriptions:

Short Description:

This course consists of the concentration year field placement which allows full program students to put into practice what they are learning in their concentration level courses.

Long Description:

The second field placement builds upon the skills developed in the previous placement. The concentration field placement is designed to support students in further developing and integrating practice skills and knowledge learned in concentration coursework into their professional social work practice. The basis for concentration field placement learning is critically examined and refined social work practice experience within settings offering learning opportunities relevant to the student’s area of concentration (Clinical Mental Health; Families & Children; Health, Disability & Aging; or Community Practice).

The concentration placement requires a student to spend a minimum of 480 hours in a supervised field setting. Each student is expected to assess her/his social work learning needs, and to plan and complete, with the assistance of the agency-based field instructor (and task supervisor, if dual supervision arrangements exist), activities that support achievement of structured learning goals. Student progress is monitored throughout the placement using a competency development model. Two formal student evaluations are completed, at mid-placement and at the end of the field experience.

Pre-requisites:

Completion of all Foundation coursework, including SW 8010 Field Practicum is prerequisite for this course. Student must also be concurrently enrolled in SW8842, Advanced Social Work Evaluation. In addition to the minimum of 600 field placement hours, students should expect to spend additional hours at their field placement to complete the practice evaluation assignment.

Setting professional goals:

Building on the learning achieved in the foundation curriculum, students in SW 8020 will develop measurable professional goals that will form the structure of their learning contract at their field placement. Each learning goal will incorporate one or more of the core competencies for social work practice, and will reflect the advanced practice behaviors that are associated with each competency. Students will assess their baseline on each
advanced practice behavior at the start of the field placement. They will assess their progress toward their goals at the mid-point of the placement. Students and field instructors will assess their progress on the advanced practice behaviors at the end of the placement.

Clinical Content for MN Social Work Licensure:

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<tr>
<th>Area</th>
<th>Assessment 108 hours</th>
<th>Differential Diagnosis &amp; Bio-Psychosocial Assessment 108 hours</th>
<th>Treatment Planning 36 hours</th>
<th>Assessment-Based Clinical Methods 108 hours</th>
<th>Clinical Intervention 18 hours</th>
<th>Evaluation Methodologies 18 hours</th>
<th>Social Work Ethics and Values 72 hours</th>
<th>Culturally Specific Clinical Assessment 18 hours</th>
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<td>Hours</td>
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*Up to 36 hours of didactic training in the field placement may be counted towards the 360 clinical content hours if certain conditions are met. See the Clinical Content document on the SSW web site for instructions.

Liaison Visits:

**A faculty field liaison is assigned to every student in placement.** In most instances, the faculty seminar leader is the field liaison for students in their field seminar and continues as field liaison in the second year placement for full-program students.

Liaison visits take place at the field agency and involve the student, field instructor, task instructor (if applicable), and liaison. Generally, there are one or two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first conference is scheduled around the time that the Learning Contract is completed and submitted to the field liaison and field instructor (during a summer block placement, there may only be one liaison visit). The second liaison visit is scheduled toward the end of the field placement, before the student’s final placement evaluation has been done.

The purpose of the first liaison visit is to discuss how the placement is proceeding, development of relationships, issues rising in field related to understanding organizations, communities, difference and diversity, social justice and supervision, as well as overall field placement learning objectives and to the student’s orientation and adjustment to the field agency.

The purpose of the second liaison visit is to revisit the previous discussion in the light of the student’s growth over the internship, review the student’s progress in field, discuss closure and to discuss educational goals for the remaining months or weeks of the placement. It is the student’s responsibility to coordinate the scheduling of liaison visits.
Additional meetings can and should be scheduled if deemed necessary by any of the participants. Both student and field instructor are urged to contact the faculty liaison if there are difficulties or concerns encountered in the placement.

PART II: COURSE OUTCOMES

Upon successful completion of a concentration field placement in Clinical Mental Health; Families & Children; or Health, Disability & Aging, students are expected to be able to competently:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, public assistance status, national origin, physical and mental abilities, age, religion and spirituality.
2. Understand the function and scope of one or more direct practice settings.
3. Understand social work and other appropriate theory and implement practice methods based on theory.
4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk such in settings such as child and family welfare, adult mental health, and services to children, families and elders.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.
9. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

Upon successful completion of the Community Practice concentration field placement, students are expected to be able to competently:

Community knowledge:

1. Critically analyze the historical, political, social and economic forces that shape macro practice in their field setting, with special attention to the roles of community organization, nonprofit management, policy analysis, and program evaluation.
2. Identify the critical structures in the agency’s community that can be utilized for engaging in practice.
3. Understand the roles and tasks of leaders and social work professionals in the human service organizations and/or community organizations in which they are working.
4. Apply conceptual frameworks, theories, and tested models of community practice.

Diversity:

5. Recognize and analyze sources of oppression and the needs, responses and strengths of people who experience oppression due to many factors, including race/ethnicity, culture, gender, public assistance status, class, national origin, sexual identity, ability, age, family structure, and religion.

Ethics:

6. Identify, analyze, and manage value and ethical dilemmas that arise in community practice.
7. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice:

8. Demonstrate a commitment to client, neighborhood and community empowerment and work to promote social and economic justice.

Technical skills:

9. Apply effective community practice skills that build on the strengths and needs of organizations and communities (e.g., asset mapping, construction of clear mission and goal statements, facilitated decision-making, strategic human resources management, developing interagency/intergroup collaborations, budgeting, conflict mediation, resource development, planning and conducting campaigns, and participatory evaluation techniques).

10. Write and implement technically competent proposals for policy, program or community interventions, from needs through evaluation.

Evaluation:

11. Design and implement evaluations of social programs and/or community interventions appropriate to their field context.

12. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

Students are also expected to continue to develop and maintain competence in all of the following foundation practicum objectives:

13. Utilize field instruction and consultation appropriately by preparation, active participation and follow-up.

14. Use critical thinking skills in professional social work practice in assessments, interventions and evaluation with client systems of various sizes and diverse cultural backgrounds.

15. Practice in a manner that is congruent with the NASW Code of Ethics and the profession’s core values.

16. Practice with competence, and without discrimination, among diverse client populations. Practice with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, public assistance status, race, religion, sex and sexual orientation.

17. Understand social, economic and political systems of oppression--from local to global--particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in field settings that will promote client empowerment and social justice.

18. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.

19. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment.


21. Analyze agency social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or advocate for policies to promote client empowerment and social justice.

22. Critically evaluate professional literature in social work and related fields and apply findings to field practice settings.
23. Assess their professional practice.
24. Demonstrate professional use of self in practice settings, including developing effective collaborative and collegial relationships and carrying out assigned tasks responsibly.
25. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

Competencies and Practice Behaviors:

All of the competencies and practice behaviors are fully integrated into the Learning Contract/Evaluation form used to guide the student’s learning in the SW8020 field placement. Students will begin their field placements by completing a baseline assessment of their competency in every one of the foundation practice behaviors as listed in the Council of Social Work Education standards. Before the end of the field placement, students will complete a final evaluation of competency measuring progress on the same foundation practice behaviors. The Field Instructor will also complete a final evaluation of the student’s progress in each of the foundation practice behaviors. In addition, students will develop 5-7 individualized learning goals based upon practice behaviors that will be assessed by the student and field instructor at the beginning, middle, and end of the field placement.

PART III: COURSE REQUIREMENTS

Course Expectations for Students

In their field placements, students are expected to:

- Complete all journal entries as assigned by field liaison
- Be active and self-directed learners.
- Read the School’s Field Manual and follow all policies and procedures contained in it.
- Read all correspondence, written and electronic, from the Field Office.
- Complete an initial learning contract and learning plan in consultation with their field instructor. The initial learning contract is due after 40 hours in field. The field competencies assessment and learning plan is due after 100 hours in field.
- Be reliable and responsible about field hours. Any changes in field schedules should be discussed ahead of time with the field instructor. Students are expected to notify their field instructor immediately of any absence from field.
- Document all hours spent in field placement.
- Complete all other required field placement evaluations.
- Maximize field learning by using field instruction actively and appropriately.
- Practice in a manner consistent with the NASW Code of Ethics.
- Consult with their assigned field liaison early, and regularly, if field concerns arise.
- Share the syllabus for SW 8842, Advanced Social Work Evaluation with their field Instructor, and discuss their evaluation plan (direct practice evaluation or program evaluation, depending on concentration), including what is to be evaluated and why.
- Invite field instructor to 8842 end-of-course conference at which evaluation findings are discussed.
ROLES OF AGENCY FIELD INSTRUCTORS AND TASK SUPERVISORS

Agency field instructors are the primary guides in student field learning. Field instructors assist students through collaborative assessment of learning needs; identification and facilitation, as needed, of relevant field learning opportunities; provision of supportive and constructive feedback to student on field performance; evaluation of overall field performance at mid-year and end of placement; ongoing support and teaching related to professional social practice and identity. Field Instructors will have an M.S.W. degree plus a minimum of two years’ professional experience.

Task supervisors are persons who direct the everyday work of field students, and may or may not have a social work background. They may assist students in all of the activities above, but do not have primary responsibility for assessment of student learning needs and student evaluation. Task supervisors and field instructors coordinate their field student-related activities so to best support student learning in the agency.

Evaluation and Grading

Students and field supervisors are expected to incorporate mutual evaluative feedback into their regular supervisory meetings.

Student performance in the field placement is formally evaluated by the agency field instructor midway through the placement and again at the completion of the placement. These forms are retained in individual student files.

At the end of the first semester, students who have completed all expected field tasks in both their internship and seminar are given a grade of “X.” This includes all field documentation on the Intern Placement Tracking (IPT) website. Incomplete documentation or unfinished assignments will result in a grade of “I” being posted, and students must negotiate a signed contract for completion of unfinished field requirements (including documentation) with their field liaison.

At the end of the placement, the grades are changed to an “S” if the student completes all requirements for both the field experience and seminar, including all field documentation on the IPT website.

Students also complete written evaluations of their field instructors and agencies upon completion of the placement. Students and field instructors sign all evaluation instruments before the documents are submitted to the field office. Students’ evaluations are retained by the Field Department.

Note: No final grades will be issued for SW 8020 until all requirements of the field internship and seminar, including all required field documents and seminar assignments, are completed and submitted to the faculty field liaison.

Policy on Incompletes

Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "X" until they have completed all the field hours satisfactorily. When hours and all requirements are completed, grades are then changed to an "S." Grade changes are NOT recorded by the Graduate School until the end of spring semester (or the end of summer semester in the case of block placements).

An "I" grade means that the student has not completed field tasks expected by the field instructor and/or the SSW during the grading period. (See “Grading Policy in the Field Placement” for a more detailed explanation of grades.) If a student is unable to complete the field placement, the reason(s) should be discussed with the field liaison or director of field instruction. The student should read “Steps in Resolving Problems in Placement” which
outlines the steps to follow. If a placement is ended before the minimum required number of hours is completed, the student is expected to consult with the field liaison regarding another placement, field seminar and field credits.