

OBJECTIVES FOR UNDERGRADUATE FIELD EDUCATION

SOW 4510 COURSE DESCRIPTION

This course is required for undergraduate students and taken concurrently with a field seminar. Students receive a supervised generalist social work practice experience in a variety of settings. The purpose of field education is to provide students with opportunities for development and reinforcement of competence through performance in actual service situations. As students undertake learning tasks within the reality of agency life, they utilize theory, acquired through course work, attitudes, values, and skills developed and refined through practice.

Students enroll in this undergraduate field course in the final semester of the BSW program. The student spends approximately 32 hours per week in an agency placement for a minimum of 512 clock hours, earning ten (10) credit hours. The student provides direct services to various client systems (individuals, families, groups, and communities). The generalist practice model, currently being taught in the classroom, is reinforced and supported in a wide range of agencies available for placement.

NOTE: *This course has been approved to meet FSU's Liberal Studies Formative Experience requirement and develops your ability to develop and use knowledge by engaging in a hands-on experience outside of the classroom.*

1. *In order to fulfill this requirement, the student must earn a "C-" or higher or an "S" in the course if taken on an "S/U" basis.*

COURSE OBJECTIVES

Undergraduate Field Education identifies the range of minimal competencies that students are expected to achieve within professional foundation areas, social work values, and ethics, and agency/client services. The learning experiences focus on knowledge and skills emphasized in the foundation curriculum, e.g., individuals, families, groups, organizations, and communities. Field placements are selected based on their potential for providing the range and depth of learning experiences necessary to achieve the educational objectives. It is understood that the reality of agency purpose and structure may not permit a concentrated experience at all levels of intervention. But it is expected that students receive opportunities for exposure to a range of social work roles and learning tasks.

COMPETENCIES

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

COURSE OBJECTIVES

Upon completion of the course, the student will:

1. Identify as a professional social worker and conduct oneself accordingly.

Behavior	As Demonstrated By	Assignment
1. a) 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.	<ul style="list-style-type: none"> Complying with professional expectations of the agency, College of Social Work, and Code of Ethics. Addressing and resolve professional ethical dilemmas. Protecting the client's right to confidentiality. Protecting the client's right to self-determination. 	

1. b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<ul style="list-style-type: none"> • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. 	
1. c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<ul style="list-style-type: none"> • Adhering to professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self. • Performing all written and/or electronic documentation in a professional and timely manner. 	
1. d) Use technology ethically and appropriately to facilitate practice outcomes.	<ul style="list-style-type: none"> • Utilizing social media and electronic communication appropriately. • Demonstrating familiarity with the agency technology policies and procedures. 	
1.e) Use supervision and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> • Utilizing supervision to analyze and apply learning from practice experience and supervisory feedback. • Identifying and discussing strengths and limitations in knowledge, skills and learning needs. • Demonstrating openness to learning and feedback for professional development and growth. 	

2. Engage Diversity and Difference in Practice

Behavior	As Demonstrated By	Assignment
2.a) Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.	<ul style="list-style-type: none"> • Articulating concepts of oppression and discrimination faced by clients. • Articulating of how discrimination influences service delivery. 	
2.b) Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> • Demonstrating the value of clients' experiences and perspectives. 	
2.c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ul style="list-style-type: none"> • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. 	

3. Advance Human Rights and Social, Economic, and Environmental Justice.

Behavior	As Demonstrated By	Assignment
3.a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<ul style="list-style-type: none"> • Articulating the strategies and skills for change related to social, economic, and ecological justice. • Identifying the resources available in the community. 	
3.b) Engage in practices that advance social, economic, and environmental justice.	<ul style="list-style-type: none"> • Identifying problems and challenges in accessing services. • Demonstrating the ability to identify an appropriate plan of action. 	

4. Engage In Practice-informed Research and Research-informed Practice.

Behavior	As Demonstrated By	Assignment
4. a) Use practice experience and theory to inform scientific inquiry and research.	<ul style="list-style-type: none"> • Applying critical thinking skills to practice experience. 	
4.b) Engage in critical analysis of quantitative and qualitative research methods and research findings.	<ul style="list-style-type: none"> • Demonstrating the ability to develop a research question and select the research method that would best address that question. 	
4.c) Use and translate research findings to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> • Accessing peer-reviewed article(s) that addresses an identified problem. 	

5. Engage in Policy Practice.

Behavior	As Demonstrated By	Assignment
5.a) Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.	<ul style="list-style-type: none"> • Applying relevant social (not agency) policies and procedures to practice. 	
5.b) Assess how social welfare and economic policies impact the delivery of and access to social services.	<ul style="list-style-type: none"> • Articulating an understanding of how social policies may affect service access and delivery. • Identifying legislative bills that impact the delivery and accessibility to social services. 	
5.c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ul style="list-style-type: none"> • Discussing the merits and limitations of various policies that address the same issues. 	

6. Engage with Individuals, Families, Groups, Organizations, and Communities.

Behavior	As Demonstrated By	Assignment
6.a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	<ul style="list-style-type: none"> • Understanding and practicing culturally competent client engagement by recognizing client differences. • Identify the client's needs and differences. • Demonstrating effective Communication with a variety of client populations, colleagues, and members of the community. 	
6.b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> • Building rapport with clients. • Utilizing empathic responses toward client. • Utilizing verbal and non- verbal communication skills. • Practicing sensitivity to client differences. 	

7. Assess Individuals, Families, Groups, Organizations, and Communities.

Behavior	As Demonstrated By	Assignment
7.(a)Collect, organize, and critically analyze and interpret information from clients and constituencies.	<ul style="list-style-type: none"> • Identifying and obtaining the necessary data required from clients. • Conducting risk assessment appropriate to context. 	

7.b) 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.	<ul style="list-style-type: none"> • Formulating comprehensive biopsychosocial assessments. • Conducting assessments based on client needs. 	
7.c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<ul style="list-style-type: none"> • Identification of target problems. • Assisting clients in goal setting. • Identifying client strengths in intervention plans. 	
7.d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ul style="list-style-type: none"> • Developing a case plan(s) based on the biopsychosocial assessment. • Identification and selection of appropriate helping strategies. • Implementing case plan(s). 	

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.

Behavior	As Demonstrated By	Assignment
8.a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<ul style="list-style-type: none"> • Utilizing an intervention that meets the needs of a client. 	

8.b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<ul style="list-style-type: none"> • Understanding and practicing culturally competent practice interventions. • Utilizing appropriate termination skills with clients. • Developing follow up plans. 	
8.c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<ul style="list-style-type: none"> • Engaging with appropriate professionals when intervening with clients. 	

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Behavior	As Demonstrated By	Assignment
9. a) Select and use appropriate methods for evaluation of outcomes.	<ul style="list-style-type: none"> • Articulating and demonstrating skills in selecting appropriate measures. 	
9. b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<ul style="list-style-type: none"> • Practicing culturally competent evaluation by recognizing client differences. 	
9.c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	<ul style="list-style-type: none"> • Evaluating the effectiveness of interventions. 	

9.d) Apply evaluation findings to improve practice effectiveness at the micro and macro levels.	<ul style="list-style-type: none">• Utilization of findings to evaluate intervention effectiveness.	
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