

**OBJECTIVES FOR FIELD EDUCATION II
CLINICAL SOCIAL WORK PATHWAY
SOW 5535 - 12 CREDIT HOURS**

Course Description

This course is taken in the final semester(s) of the student's program. Prior to enrolling in SOW 5535, the student must have satisfactorily completed all prerequisites for this concentration, which includes all of the academic requirements for the degree with the exception of SOW 5535 (Field Education II) and SOW 5369 (Integrative Seminar) that must be taken concurrently. The student generally spends approximately 32 hours per week in an agency placement for a total minimum requirement of 512 hours and earns 12 credit hours.

The following objectives describe the expectations for advanced clinical knowledge, values, and skills which students are expected to demonstrate at the completion of their field education experience. These competencies are built upon the academic preparation and field education during the foundation year for two-year students, and during the Bachelors' degree program for advanced standing graduate students.

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.ca. Use supervision to reflect on the therapeutic use of self and engagement with clients (SEM)	<ul style="list-style-type: none"> • Actively and appropriately seeking supervision and learning opportunities to continue professional growth and development. • Demonstrating the ability to receive feedback and be open to learning. • Identifying and discussing strengths and limitations in knowledge and skills. • Demonstrating openness to act quickly to resolve any performance issues identified. 	
1.cb. Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population (PSY, EVAL, CP)	<ul style="list-style-type: none"> • Applying knowledge of and a commitment to social work ethics and values. • Complying with the policy and procedures of the agency, College of Social Work, and Code of Ethics. • Addressing and resolving ethical dilemmas • Consulting with supervisor and others about ethical issues, as needed. 	
1.cc. Apply critical reasoning to the appropriate use of	<ul style="list-style-type: none"> • Applying critical thinking skills to professional practice. 	

language in oral and written communication for a specific client population or setting (PSY, CP)	<ul style="list-style-type: none"> • Demonstrating the ability to integrate theory with practice. • Demonstrating effective verbal and non-verbal communication with a variety of client populations and professionals. • Complying consistently with agency policy regarding documentation. 	
1.cd. Understand how the profession of clinical social work is legally regulated through policy and licensure (SEM)	<ul style="list-style-type: none"> • Articulating an understanding of the legal mandates of an intern/practitioner regarding reporting abuse, neglect, or exploitation; confidentiality and privileged communications; and client access to records. 	
1.ce. Articulate social work's role in interdisciplinary work (PSY)	<ul style="list-style-type: none"> • Demonstrating the ability to work as a professional team member. 	

2. Engage Diversity and Difference in Practice

Behavior	As Demonstrated By	Assignment
2.ca. Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems (PSY)	<ul style="list-style-type: none"> • Identifying how forms and mechanisms of oppression and discrimination impact client systems. 	

2. cb. Utilize knowledge of self to develop strategies to minimize the influence of personal biases and values in clinical interactions with diverse client systems (SEM)	<ul style="list-style-type: none"> Utilizing reflection to prevent personal values and biases from interfering with practice decisions. 	
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3. Advance Human Rights and Social, Economic, and Environmental Justice.

Behavior	As Demonstrated By	Assignment
3.ca. Analyze the forms and mechanisms of oppression and discrimination of a specific population (EVAL)	<ul style="list-style-type: none"> Articulating knowledge of and skills in promoting social and economic justice. 	
3.cb. Identify and apply strategies and mechanisms for advocacy with regards to a specific population (PSY, SEM)	<ul style="list-style-type: none"> Developing formal and informal partnerships and working agreements. 	

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

Behavior	As Demonstrated By	Assignment
4.ca. Apply empirical research to clinical practice (CP)	<ul style="list-style-type: none"> Identifying and applying a data driven response to an identified concern. 	
4.cb. Critique and apply empirically supported knowledge to understand person and environment with a focus on a particular	<ul style="list-style-type: none"> Identifying appropriate standardized measures for use with marginalized populations. Identifying and applying empirically supported knowledge to contextual 	

clinical population (EVAL, CP)	assessment of a concern faced by a specific population.	
4.cc. Utilize evidence informed clinical models for assessment and intervention with clients and evaluation of client progress (EVAL, CP)	<ul style="list-style-type: none"> Evaluating the effectiveness of interventions on client outcomes. Applying research informed models to client assessments and interventions. 	

5. Engage in Policy Practice.

Behavior	As Demonstrated By	Assignment
5.ca. Recognize how policy impacts clients and the delivery of client services within a specified clinical population (PSY, SEM)	Identifying a social policy impacting a specific population and addressing how it effects service delivery.	

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

Behavior	As Demonstrated By	Assignment
6.ca. Apply understanding of environmental contexts to clinical/engagement with a variety of client systems (CP)	<ul style="list-style-type: none"> Utilizing active listening skills. Demonstrating the ability to build rapport and empathic responses towards clients. Understanding the dynamics of a helping relationship and the use of self. 	

	<ul style="list-style-type: none"> • Articulating the ability to express sensitivity to people's differences in race, culture, gender, ability, and sexual preference. • Identifying and advocating for clients within the therapeutic relationship. 	
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7. Assess Individuals, Families, Groups, Organizations, and Communities.

Behavior	As Demonstrated By	Assignment
7.ca. Understand and critique environmental influences and how they impact clinical presentation (CP)	<ul style="list-style-type: none"> • Demonstrating the ability to apply social work practice models. • Utilizing problem-solving skills to identify environmental problems and barriers in accessing services. • Demonstrating overall competence in developing risk assessments. 	
7.cb. Apply understanding of environmental contexts to clinical assessment with a variety of client systems (EVAL)	<ul style="list-style-type: none"> • Applying culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity. • Identifying and selecting appropriate helping strategies consistent with the agency's practice model. 	
7.cc. Demonstrate an ability to effectively use and critique the DSM (PSY)	<ul style="list-style-type: none"> • Providing an appropriate clinical diagnosis if and when DSM criteria apply. 	

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

Behavior	As Demonstrated By	Assignment
8.ca. Apply understanding of environmental contexts to clinical intervention with a variety of client systems (CP)	<ul style="list-style-type: none"> • Applying one or more social work practice models to inform an intervention. • Developing and implementing a social work plan based on the bio-psycho-social assessment. • Identifying how to incorporate individual treatment plans into practice, set realistic priorities for interventions, assist clients with goal setting, and set appropriate target dates for reaching client goals. • Identifying strategies that recognize client strengths and resources that meet client needs. 	
8.cb. Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (CP)	<ul style="list-style-type: none"> • Understanding culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity. • Understanding the culture within the organization that may affect service delivery. 	

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

Behavior	As Demonstrated By	Assignment
9.ca. Critique a clinical practice model and provide potential alternatives to clients (CP)	<ul style="list-style-type: none"> • Demonstrating the ability to work with clients to consider different practice models and choose the most appropriate one. 	
9.cb. Empirically evaluate clinical practice outcomes (EVAL, SEM)	<ul style="list-style-type: none"> • Understanding the evaluation process in individual, family and group practice. • Articulating and demonstrating skills in selecting appropriate measures to assess individual, family and group progress. 	