

SYLLABUS

FIELD INSTRUCTION

BSW: SWK 4210-4220

MSW: SWK 6730-6740

SWK 6750-6760

Aurora University
School of Social Work

Director of Field Instruction: Alison Arendt, MSW
Office Phone: 630-844-5423 Fax: 630-844-4923
E-mail: aarendt@aurora.edu
Office Hours: Monday – Friday 9A-5P

I. TEXTS AND REQUIRED READINGS

School of Social Work: *Field Instruction Manual BSW and MSW Program*,
Aurora University. (Located on Aurora University School of Social Work
Website)

Baird, Brian N., (2008) *The internship, practicum, and field placement
Handbook: A guide for the helping professions* (5th ed). Upper Saddle
River, New Jersey: Prentice Hall.

Some agencies may have required readings as an expectation for interns.
Students are encouraged to take responsibility to read agency manuals in order to
have a working knowledge of the particular agency.

II. INTRODUCTION AND OVERVIEW

Field work is a composite of the entire Social Work curriculum. In contrast to the
classroom method, it is a laboratory experience. It provides the opportunity for
the student to translate knowledge and values into practice competency.

Learning experiences in the field setting are under the instruction of an MSW
with at least two years experience. Experiences include direct work with
individuals, groups, families, and communities, as well as participation in staff
activities.

The beginning level field work is a minimum total of 450 hours. This is
approximately fifteen (15) hours per week. Advanced field work is a minimum
total of 600 hours or approximately twenty hours (20) a week in field
assignments.

BSW:

BSW field work consists of a minimum total of 450 hours over the full academic
year (Fall and Spring semesters). This is approximately 15 hours per week.
Students completing a CADC internship must complete a total of 500 hours.

Generalist Practice I and II, are co-requisite courses for Field Instruction I and II. Students must register for the General Practice courses and Field Instruction concurrently. Classroom assignments in the generalist practice course are designed to integrate the classroom and field learning experiences.

MSW (First Placement/Year):

Field work consists of a minimum total of 450 hours over the full academic year (Fall and Spring semesters). This is approximately 15 hours per week. Students completing a CADC internship must complete 500 total field hours. Summer Block Placements will average 38 hours weekly from May until the end of the Summer term.

Social Work Practice I and II are co-requisite courses for Field Instruction I and II. Students must register for the Social Work Practice courses and Field Instruction concurrently. Classroom assignments in the social work practice courses are designed to integrate the classroom and field learning experiences.

MSW (Second Placement/Year):

Field work consists of a minimum total 600 hours over the full academic year (fall and spring semesters). This is approximately 20 hours per week.

Advanced Social Work – Micro and Advanced Social Work – Macro courses are co-requisite courses for Field Instruction III and IV. Students must register for the Social Work Micro and Macro courses and Field Instruction concurrently. Classroom assignments in the social work micro and macro courses are designed to integrate the classroom and field learning experiences.

III. COURSE OBJECTIVES

As a result of successfully completing the Field Instruction course sequence students will be able to:

Foundation Objective #1 Applies critical thinking skills within the context of professional social work practice.

(EPAS Curriculum 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Foundation Objective #2 Understands the value base of the profession and its ethical standards and principles, and practices accordingly.

(EPAS Curriculum 4.0)

Foundation Objective #3 Practices without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

(EPAS Curriculum 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

Foundation Objective #4 Understands the forms and mechanisms of oppression and discrimination and applies strategies of advocacy and social change that advance social and economic justice.

(EPAS Curriculum 4.0, 4.1, 4.2, 4.3, 4.4)

Foundation Objective #5 Understands and interprets the history of the social work profession and its contemporary structures and issues. (EPAS Curriculum 4.5)

Foundation Objective #6 Applies the knowledge and skills of generalist social work practice (of a generalist social work perspective) with systems of all sizes. (EPAS Curriculum 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7)

Foundation Objective #7 Uses theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations and communities. EPAS Curriculum 4.2, 4.3, 4.5, 4.7)

Foundation Objective #8 Analyzes, formulates and influences social policy. EPAS Curriculum 4.3, 4.4, 4.7)

Foundation Objective #9 Evaluates research studies, applies research findings to practice, and evaluates his or her own practice interventions. EPAS Curriculum 4.6, 4.7)

Foundation Objective #10 Uses communication skills differently across client populations, colleagues, and communities. (EPAS Curriculum 4.5, 4.7)

Foundation Objective #11 Uses supervision and consultation appropriate to social work practice. (EPAS Curriculum 4.5, 4.7)

Foundation Objective #12 Functions within the structure of the organizations and service delivery systems and seeks necessary organizational change. (EPAS Curriculum 4.4, 4.5, 4.7)

Concentration Objectives are to be measured in students enrolled in SWK 6750 and SWK 6760, in their advanced MSW academic year.

Concentration Objective #1 Applies advanced clinical social work knowledge and skills from the clinical concentration to work with diverse populations, emphasizing their inherent strengths and coping resilience.

Concentration Objective #2 Demonstrates ability to advance the quality of their work, and their commitment to the larger social work profession.

Concentration Objective #3 Articulates the program’s conception of advanced practice, including theories, practice skills, policy and research principles.

Concentration Objective #4 Effectively provides clinical social work services to a variety of client populations.

Concentration Objective #5 Demonstrates an advanced understanding of research designs and methods through practical application.

IV. TEACHING METHOD/CLASS FORMAT

Field Instruction placements and field learning experiences are selected and organized on an individual basis for each student to achieve these learning objectives. Teaching is adapted to individual student needs and the different learning opportunities available in a specific agency. The Director of Field Instruction, after considering all of the factors of student needs and agency capability, approves the agency and the field instructor. The student’s interests are solicited and are considered in this process, however, all placements must be coordinated and approved by the Director of Field Instruction. The agency selection process, the assignment of students, and development of individualized learning agreements are described in the Field Instruction Manual.

V. CLASS ASSIGNMENTS AND GRADING PROCEDURES

- A. During the first month of each placement the field instructor and student are expected to establish a written learning agreement, using the form entitled, **“Student Field Instructor Learning Agreement.”** In this document the Field Instructor and student agree on specific learning objectives, decide on assignments to accomplish those objectives, and work out the various scheduling, supervisory, and evaluation arrangements to be used. Adjunct Faculty Field Liaison will meet with the field student and field instructor at the internship site each semester. The student’s learning experiences will be reviewed and monitored by the Field Liaison.
- B. **BSW and MSW beginning level internships** aim to provide the student with opportunities to master generalist practice skills with a time-limited and problem solving nature. This internship will also allow the student to develop a beginning professional identity. Learning opportunities should include assignments with individuals, families and at least one group as well as some community issue or project in which the student will be involved in as an observer-participant. In addition, students are required to work with a diverse population as it is defined in the Field Manual.

- C. **Advanced level placement** involves the enhancement of the skills and roles learned during the beginning level internship. Assessment and intervention skills are applied to client systems of greater complexity such as crisis intervention or family therapy. In addition the student is provided with opportunities to experience leadership in assessing and intervening with clients and/or community needs. Central to the advanced placement is the development of a capacity to consciously use the self, in assessment and interventions, using reflective practice and critical thinking skills.

Students are encouraged to choose an advanced field placement in their area of career interest or concentration (School Social Work, Leadership and Community Practice, Gerontology, Addictions, Clinical, Child Welfare, etc.).

D. **Grading Procedures/ Field Evaluation**

At the end of each semester the student and Field Instructor will meet to discuss evaluations. Both the student and the Field Instructor will rate the students learning based on the learning objectives established within the first month of the internship. A recommended grade of “Credit” or “No Credit” will be given at the end of each semester. This evaluation will then be sent to Aurora University, once it is reviewed and signed by both student and field instructor. The Director of Field Instruction reviews the evaluation and grades the student each semester.

IMPORTANT: If over 30% of the evaluation is marked “2” or less you will receive a No-Credit for the Field Experience.

Field Instructors are encouraged to refer to the Field Instruction Manual for procedures if/when students are in danger of receiving a “No Credit”, and contact the Director of Field Instruction immediately.

VI. **TENTATIVE CLASS SCHEDULE (TOPICAL OUTLINE)**

BSW Seniors most often have classes on Tuesdays and Thursdays. Internship hours should not conflict with class times, and are best completed on Mondays, Wednesdays and/or Fridays.

First year MSW level classes are scheduled on Mondays and Wednesdays, and these days must be kept open for students to meet their academic commitments. This means that field placement hours may typically be scheduled on Tuesdays, Thursdays, and Fridays during the academic year.

Advanced (second year) MSW classes are scheduled on Tuesdays and Thursdays, and these days must be kept open for students to meet their academic commitments. This means that field placement hours may typically be scheduled on Mondays, Wednesdays, and Fridays during the academic year.

The actual time spent in field placement may be negotiated between the student and field instructor, taking into consideration the availability of pertinent experiences and supervision.

VII. ATTENDANCE POLICY

Students are expected to be present in their Field Agencies during scheduled internship days and hours. Those students unable to attend are responsible for notifying the field instructor in advance by phone explaining the need for absence. Excessive absences will affect the overall evaluation of the student.

VIII. ACADEMIC INTEGRITY STATEMENTS

Academic Integrity Statement

Part of the mission of Aurora University is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity.

Professional Conduct

Students in a professional program should conduct themselves as professionals in their internship. It is not acceptable to arrive at the agency late, except in unusual circumstances. Any use of consciousness altering substances before or during agency hours obviously impairs learning and task performance, and is unacceptable. Frequent lateness, absences, or conduct unbecoming a professional are likely to result in a Field/School Conference. Students are evaluated on their personal and professional behavior or conduct as described in the BSW and MSW Handbook. Please refer to the appropriate Handbook for further clarification.

IX. AMERICAN DISABILITY ACT POLICY

In compliance with ADA guidelines, students who have any disability/condition, either permanent or temporary, which might affect their ability to perform in their field internship, must register with the Center for Teaching and Learning showing proof of their disability/condition. The Center for Teaching and Learning will provide them with the necessary documentation with which to inform the Director of Field Instruction at the beginning of the first semester of field. The documentation must be provided to the Field Instructor for each internship in which the student is enrolled. Adaptations may be made as needed to provide equitable participation. Please reference the University “A-Book” for the complete policy and procedures.