Competencies:
2.1.1 Identify as a professional social worker and conduct oneself accordingly.
2.1.2 Apply social work ethical principles to guide professional practice.
2.1.3 Apply critical thinking to inform and communicate professional judgments.
2.1.4 Engage diversity and difference in practice.
2.1.5 Advance human rights and social and economic justice.
2.1.6 Engage in research-informed practice and practice-informed research.
2.1.7 Apply knowledge of human behavior and the social environment.
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
2.1.9 Respond to contexts that shape practice.
2.1.10(a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

SOWK 488 – Field Placement
Credit Hours: 5-10
Semester: Fall, Summer, Spring

I. Prerequisites: AHS 300 or concurrent registration; SOWK 330; SOWK 341; SOWK 342; SOWK 410 or concurrent registration.

II. Catalog Description: Engagement, assessment, interventions, and evaluation at multiple levels of service as well as mastery of foundation practice roles.

Course goals and Rationale

This course culminates a social work student's undergraduate educational experience. Being placed in a CSU School of Social Work approved social service agency, students are provided the context to put their social work knowledge, values, methods, and skills to use in professional practice. The BSW field placement is comprised of 450 hours of supervised agency practice experience. Students can register for field placement in one semester (450 hours in a block placement of 28 hours per week) or in two concurrent semesters (450 hours in a concurrent placement of 14 hours per week).

In completing this course, students will be prepared for entry-level social work practice positions. The BSW field experience expects students to engage in agency assignments and opportunities for generalist practice across all client systems with individuals, families, groups, organizations, and communities; to integrate the classroom learning into the field assignments; to
carry out assignments that develop foundation social work skills; and to develop their practice within the context of social work foundation practice behaviors.

Assignments, across all levels of practice, will develop foundation social work skills and will contribute to the student’s knowledge, understanding, and capacity to successfully demonstrate generalist social work practice behaviors.

III. Course Objectives:
At the successful completion of this foundation field placement, the student will be competent at the foundation practice level in the following core competencies and practice behaviors:

1. **Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

   - advocate for client access to the services of social work;
   - practice personal reflection and self-correction to assure continual professional development;
   - attend to professional roles and boundaries;
   - demonstrate professional demeanor in behavior, appearance, and communication;
   - engage in career-long learning; and
   - use supervision and consultation.

2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

   - recognize and manage personal values in a way that allows professional values to guide practice;
   - 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;
   - tolerate ambiguity in resolving ethical conflicts; and
   - apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

   - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   - analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge
from the liberal arts to understand biological, social, cultural, psychological, and spiritual
development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and
evaluation; and
- critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and to deliver
effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively
engage in policy practice. Social workers know the history and current structures of social
policies and services; the role of policy in service delivery; and the role of practice in policy
development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational,
community, and societal contexts at all levels of practice. Social workers recognize that the
context of practice is dynamic, and use knowledge and skill to respond proactively. Social
workers

- continuously discover, appraise, and attend to changing locales, populations, scientific
and technological developments, and emerging societal trends to provide relevant
services; and
- provide leadership in promoting sustainable changes in service delivery and practice to
improve the quality of social services.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups,
organizations, and communities (a-d):**

Professional practice involves the dynamic and interactive processes of engagement, assessment,
intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to
practice with individuals, families, groups, organizations, and communities. Practice knowledge
includes identifying, analyzing, and implementing evidence-based interventions designed to
achieve client goals; using research and technological advances; evaluating program outcomes
and practice effectiveness; developing, analyzing, advocating, and providing leadership for
policies and services; and promoting social and economic justice.

(a)—Engagement - Social workers

- substantively and affectively prepare for action with individuals, families, groups,
organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

(b)—Assessment - Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

(c)—Intervention - Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

(d)—Evaluation - Social workers critically analyze, monitor, and evaluate interventions.

IV. Instructional Methodology:
To gain entry into field, all students must have completed all prerequisite practice courses. Students must complete the following steps for assignment to a field placement:

1. Complete a field placement application including a resume. This must be reviewed with the faculty adviser and signed by the student and the adviser. The application is submitted to the Director of Field Education.

2. Participate in a field interview with the Director or Assistant Director of Field Education. During this interview, the field administrators and the student will plan tentative field placements by considering student interests, learning goals, career goals, and setting preferences.

3. Set up an interview with the agency under consideration.

4. Upon agreement of the agency and student and prior to the beginning of the placement, the Director of Field Education must receive a signed field contract between the field agency and the student.

In the first week of placement, students must attend a field orientation meeting held at CSU by the Director/Assistant Director of Field Education and other participating faculty and staff. Field activities, responsibilities, and assignments are generally the responsibility of the agency and, specifically, the field instructor in consultation with the faculty field liaison. In some instances, field liaisons may require field assignments that are seen as necessary to the student's satisfactory completion of course goals and objectives.

Attendance and Participation: Students are expected to fulfill the required field hours (including weekly supervision), and to complete all forms related to their placements. As part of the development of a professional social worker, students are expected to demonstrate professional behavior in their agency settings and to abide by agency policies within ethical guidelines.
V. Mode of Delivery:

In agency settings, students will be provided with opportunities to engage in generalist practice with individuals, groups, families/household, organizations, and communities. Generalist practice with individuals, groups, and families/households are emphasized in SOWK 488 field assignments. This practice is within the context of the foundation social work competencies and practice behaviors.

Given the limitations of some agency settings as well as time constraints, there may be practice situations where direct intervention with a particular level of client system is not possible. In those agencies where not all levels of intervention are available, each individual client’s circumstances can, nonetheless, be assessed and understood within the larger context of various other system level interventions.

The BSW/MSW field instructor will provide a teaching/learning environment that encourages students to conceptualize practice around knowledge, values, social work competencies, and practice skills used or required in specific situations. Client situations will be analyzed with particular emphasis upon gender, ethnicity/race, culture, class, sexual orientation, and other diversity issues.

VI. Texts/Learning Resources:

The primary resources in the SOWK 488 foundation field placement are: the student’s placement experiences and learning plan, the BSW or MSW field instructor, the faculty field liaison and student colleagues. Faculty field liaisons maintain regular contact (one to two visits per semester, as determined by faculty field liaisons and in accordance with School policy) with each student/field instructor pair and are available as needed.

- BSW Field Education Manual

VII. Method of Evaluation:

To satisfy course requirements for foundation field, students must:

1. Complete 450 hours of field agency internship.

2. Develop and carry out a Learning Plan that includes assignments for developing direct practice skills with individuals, families, groups, organizations, and communities and for performing foundation practice behaviors addressing the ten foundation core competencies.

3. Participate in weekly supervisory sessions with the field instructor.

4. Perform satisfactorily all activities/responsibilities/assignments from the agency.

5. Participate in two formal evaluation meetings - midterm and final evaluations of field.
6. Complete online agency and field liaison valuation questionnaires.

**Grading**

A midterm progress report and a grade recommendation will be completed halfway through the placement, with a final evaluation and grade recommendation at the end of the placement. Discussion and collaboration between the field instructor and the student in the completion of the evaluation is recommended. The Director of Field Education will have final responsibility for assigning a grade ("Satisfactory/Unsatisfactory").

Should concerns emerge in the field placement, the faculty field liaison is available to assist toward a resolution of the concern. Should further intervention be needed, the Director of Field Education will be consulted.

In instances where there is serious concern about a student’s “fit” with professional social work or with the student’s performance in her or his field placement, that student may be required to extend her/his placement or to complete another field placement in a different agency setting. Extensions of the field placement or a new assignment to a different agency are not guaranteed as options for any student. Repetition of SOWK 488 after a poor or failing grade or after the removal from a field placement is not customary. Individual consideration is given to any request to repeat SOWK 488 by the Director of Field Education prior to a decision.

While reasonable efforts will be made to obtain a field placement for students, the School of Social Work cannot guarantee a field placement. A degree in social work cannot be earned without completing the field education component of the program.

**Academic integrity:** Specific procedures for cases of academic dishonesty are described by the Academic Integrity Policy as found in the General Catalogue and/or the Graduate School Bulletin. (http://www.catalog.colostate.edu/) (http://www.graduateschool.colostate.edu/current-students/bulletin.aspx)

**Students with special needs:** Please discuss with your instructor any special needs that may affect your learning or ability to complete the course assignments during the first week of class. As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for students with documented disabilities. Contact the RDS office for more information: 970-491-6385 or http://rds.colostate.edu/.

**VIII. Course topics/Schedule**

The general schedule for field placement with specific dates for the semester is distributed to students and to field instructors prior to the beginning of the field placement.

**IX. Appendices**

Bibliography: SOWK 488 is operationalized in the field and for a listing of bibliographic materials, refer to the BSW Field Education Manual.
X. Academic Integrity

Plagiarism is defined as the use of any source, published or unpublished, without proper acknowledgment. The most important thing to know is this: if you fail to cite your sources, whether deliberately or not, it is still plagiarism. Ignorance of academic regulations or the excuse of sloppy or rushed work does not constitute an acceptable defense against the charge of plagiarism (Princeton).

When in doubt, cite. It’s always preferable to err on the side of caution and completeness.

1. Quotation. Any verbatim use of a source, no matter the size, must be in quotation and cited.

2. Paraphrase. Paraphrase is a restatement of another person’s thoughts or ideas in your own words, using your own sentence structure (Princeton). Paraphrasing correctly:
   - Do NOT simply rearrange words in a sentence.
   - Do NOT just substitute parts of a sentence with the thesaurus.
   - DO synthesize material and describe it in your own words.
   - DO summarize another’s work and give credit to the author (UCSD)

3. Facts, Information, and Data. Any information found exclusively in a particular source, you must clearly acknowledge that source (Princeton).

4. False Citation: when you cite a source you didn’t read yourself (Princeton).

5. Unauthorized submission of your OWN academic work for multiple classes is considered plagiarism. Occasionally, a student may receive permission to rewrite a piece from another class, or to satisfy two requirements by producing a single piece of work. However, the student MUST get prior written permission from each professor involved (Princeton).

For international students, it’s especially important to review and understand the citation standards and expectations for institutions of higher learning in the United States.

- CSU’s Academic Integrity is detailed in the General Catalog, Policies and Guiding Principles, 1.6 as well as the Graduate Bulletin, L5.1.
- APA Plagiarism and Self-Plagiarism (section 1.10) “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.” The American Psychological Association (APA) 2010, p. 16). The APA Manual also addresses the issue of self-plagiarism, which occurs when "researchers present their own previously published work as new scholarship" (p. 16). The essential idea in terms of avoiding self-plagiarism is that, "the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand the contribution should be included, primarily
in the discussion of theory and methodology" (APA, 2010, p. 16). In general, words or ideas from previously published work must be cited. The essential idea in terms of avoiding self-plagiarism is that, "the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand the contribution should be included, primarily in the discussion of theory and methodology" (APA, 2010, p. 16). In general, words or ideas from previously published work must be cited.


Tips to Avoid Plagiarism. The Library UC San Diego. 2010.