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 688 – Field Placement
Credit Hours: 1-8
Semester: Fall, Spring

I. Prerequisites: SOWK 511; SOWK 512; SOWK 611; SOWK 601.

II. Catalog Description: Integrates and applies competencies and measurable practice
behaviors comprising of knowledge, values, and skills in social work practice.

Course goals and Rationale
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 concentration field experience is comprised of 675 hours of supervised
advanced generalist practice experience, over two semesters in the fall and spring semesters.

The MSW concentration field placement provides an advanced generalist experience in
supervised direct and indirect service activities across all client systems with assignments with
individuals, families, groups, organizations, and communities. This final field experience expects
the student: to build on foundation practice skills and competencies, and with the application of
knowledge, theory, and skills acquired in the advanced generalist concentration coursework; to
carry out more intricate or demanding assignments that develop concentration social work skills;
and to develop their practice within the context of the more complex concentration social work
competencies.
All coursework assignments in the concentration year are designed to be carried out, implemented, or completed in the field placement agency. This important element of the field program allows for a complete integration of the classroom learning with field experience. The course focuses on concentration level practice behaviors that address each of the Council on Social Work Education’s Educational Policy and Accreditation Standards (CSWE EPAS, 2008). Assignments, across all levels of practice and building on foundation practice behaviors, will develop concentration level social work skills and contribute to the student’s knowledge, understanding, and competence at the concentration level of practice.

III. Course Objectives:
At the successful completion of this foundation field placement, the student will be competent at the concentration 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

- Actively seek out opportunities to advocate on behalf of (or with) clients related to obtaining resources and receiving services.

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

- Apply social work ethical principles to complex situations utilizing consultation/supervision as needed.

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

- Critically evaluate theory and evidence-based knowledge when applying it to research, practice policy, and/or unique client situations.

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
• Adapt and evaluate theoretical frameworks and/or practice interventions with diverse populations.

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 implications of global connectedness in promoting human rights and 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

  • Design, implement, and/or interpret evidence-based social work research.

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

  • Critically evaluate the underlying assumptions, values, strengths, and/or weaknesses of theories for practice.

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

  • Evaluate the intended and/or unintended consequences of agency and public policy.

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

- Demonstrate the ability to strategically respond to the changing context of social work practice

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
- Differentially apply engagement strategies based on circumstances and changing practice dynamics.

(b)—Assessment - Social workers
- Assess the application and/or psychometric properties of assessment instruments for use with various client systems.

(c)—Intervention - Social workers
- Collaborate with other professionals and stakeholders to develop and/or coordinate interventions.

(d)—Evaluation - Social workers
- Design and apply methods for evaluation of interventions and/or programs.

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 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.

**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 advanced generalist practice with individuals, groups, families/households, organizations, and communities. This practice is within the context of the advanced generalist social work competencies and practice behaviors.

Concentration field placements are selected with an emphasis on advanced generalist practice assignments. 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 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 emphases upon gender, ethnicity/race, culture, class, sexual orientation, and other diversity issues.

**VI. Texts/Learning Resources:**
The primary resources in the MSW Concentration Field Placement are the student’s placement experiences, the 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 in accordance with School policy) with each student/field instructor pair and are available as needed.

- MSW Field Education Manual

**VII. Method of Evaluation:** To satisfy course requirements for field, students must:

1. Complete 720 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 a formal, final evaluation meeting at the conclusion of the field internship.

6. Complete online agency and field liaison evaluation questionnaires.

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.

Grading

Learning Plan: An individual learning plan will be completed by each student and her/his field instructor by the end of the third week of placement. The original copy of the learning plan should be signed and given to the assigned faculty field liaison to be passed on to the Director of Field Education for inclusion in the student’s field file. A copy of this plan should be kept with the field instructor to be available for any revisions, new assignments, and guide the completion of the final evaluation.

Field Evaluations: An informal evaluation will occur halfway through the semester, 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 this final evaluation is recommended. A grade of “Satisfactory” or “Unsatisfactory” is assigned based upon the recommendation of the student's MSW field instructor. The Director of Field Education will have final responsibility for assigning a grade. 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 the 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 SW 688 after an “Unsatisfactory” grade or the removal from a field placement is not customary. Individual consideration is given to any request to repeat SW 688 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:** A list of bibliographic materials is available in the MSW 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.