COURSE TITLE:  Foundation Field Instruction  
DIVISION:  SW  
COURSE NUMBER:  515  
CREDIT HOURS:  2  
PREREQUISITES:  Students can enroll in Foundation Field Instruction upon successful completion of all field placement application materials, successfully interviewing with a fieldwork site, and ultimately being accepted for placement. This course must be taken concurrently with SW531 Foundation Field Seminar (1 credit)  
LOCATION:  Designated Fieldwork Sites

COURSE DESCRIPTION
Foundation field instruction assists students applying and integrating Foundation knowledge of social work skills, values, and ethics with practice and in developing a professional social work identity. The course is a field placement which is taken concurrently with the required Foundation field seminar. The fieldwork experience provides students with a series of supervised field-based assignments and tasks selected to complement Foundation academic courses. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students are expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a Foundation understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment and rehabilitation and research-based practice. The field curriculum utilizes Bloom’s taxonomy of cognitive development as a reference tool in the development of competent social work professionals. Students will become familiar with these stages of development as they relate to the identification and creation of field-based assignments that allow them to participate in a beginning, middle and end stage approach to their learning.

COURSE CONTENT
This course will provide Foundation field-based experiences. Students will be exposed to a range of essential skills that can be applied to different problems across a variety of settings and client groups and can be used at different levels of intervention, including individuals, families, groups, and communities. Students will focus on learning Foundation level skills through experiential learning opportunities, professional, credentialed supervision, supplemental readings, case-based discussions/conferences, meetings, and other learning opportunities available in the assigned fieldwork setting. These field-based assignments are designed to help students become proficient in the established social work competencies and practice behaviors (a blend of activities, knowledge and skills), at the Foundation level of practice. The student’s proficiency related to the practice behaviors will be evaluated each term by their assigned field instructor and they will complete a self-efficacy rating as well. A developmentally focused narrative is also required by the field instructor and the student at the end of the term using the established guidelines. Students can enroll in advanced field instruction (SW691) upon earning a grade of Satisfactory (“S”) or a grade of Marginal (“M”) in Foundation field instruction.
The social work competencies and core practice behaviors for Foundation field instruction are indicated below and are found on the Foundation Educational Agreement form. The goal is for students to achieve proficiency in each competency and practice behavior and to find means to integrate classroom knowledge with field-based experiences.

**COURSE OBJECTIVES, COMPETENCIES, AND PRACTICE BEHAVIORS**
Students will demonstrate beginning proficiency in the following competencies and practice behaviors upon successful completion of fieldwork site assignments that are behaviorally specific and measurable and focus on developing proficiency at the Foundation level:

**COMPETENCY 1.0 – PROFESSIONAL IDENTITY**
*Definition:* Identifies as a professional social worker and conducts oneself accordingly.
*Demonstrates the Following Foundation Practice Behaviors:*
1. Advocate for client access to the services of social work
2. Practice person reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Engage in career-long learning
6. Use supervision and consultation

**COMPETENCY 2.0 – VALUES & ETHICS**
*Definition:* Apply social work ethical principles to guide practice. As applicable, apply standards found in the International Federation of Social Workers/International Association of Social Work Ethics in Social Work Statement of Principles.
*Demonstrates the Following Foundation Practice Behaviors:*
1. Recognize and manage personal values in a way that allows professional values to guide practice
2. 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
3. Tolerate ambiguity in resolving ethical conflicts
4. Apply strategies of ethical reasoning to arrive at principled decisions

**COMPETENCY 3.0 – CRITICAL THINKING**
*Definition:* Apply critical thinking to inform and communicate professional judgments.
*Demonstrates the Following Foundation Practice Behaviors:*
1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. Analyze models of assessment, prevention, intervention, and evaluation
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**COMPETENCY 4.0 – DIVERSITY**
*Definition:* Engage diversity in practice.
*Demonstrates the Following Foundation Practice Behaviors*
1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences
4.4 View themselves as learners and engage those with whom they work as informants

COMPETENCY 5.0 – SOCIAL AND ECONOMIC JUSTICE
Definition: Advance human rights and social and economic justice.
Demonstrates the Following Foundation Practice Behaviors:
  5.1 Understand the forms and mechanisms of oppression and discrimination
  5.2 Advocate for human rights and social and economic justice
  5.3 Engage in practices that advance social and economic justice

COMPETENCY 6.0 – RESEARCH
Definition: Engage in research-informed practice and practice-informed research
Demonstrates the Following Foundation Practice Behaviors:
  6.1 Use practice experience to inform scientific inquiry
  6.2 Use research evidence to inform practice

COMPETENCY 7.0 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT
Definition: Apply knowledge of human behavior and the social environment.
Demonstrates the Following Foundation Practice Behaviors:
  7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
  7.2 Critique and apply knowledge to understand person and environment

COMPETENCY 8.0 – SOCIAL POLICY
Definition: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Demonstrates the Following Foundation Practice Behaviors:
  8.1 Analyze, formulate, and advocate for policies that advance social well-being
  8.2 Collaborate with colleagues and clients for effective policy action

COMPETENCY 9.0 – ORGANIZATIONAL CONTEXT
Definition: Respond to contexts that shape practice.
Demonstrates the Following Foundation Practice Behaviors:
  9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

COMPETENCY 10.a – ENGAGEMENT
Definition: Engage with individuals, families, groups, organizations, and communities.
Demonstrates the Following Foundation Practice Behaviors:
  10.a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
  10.a.2 Use empathy and other interpersonal skills
  10.a.3 Develop a mutually agreed-on focus of work and desired outcomes

COMPETENCY 10.b – ASSESSMENT
Definition: Assess individuals, families, groups, organizations, and communities.
Demonstrates the Following Foundation Practice Behaviors:
  10.b.1 Collect, organize, and interpret client data
  10.b.2 Assess client strengths and limitations
  10.b.3 Develop a mutually agreed-on intervention goals and objectives
10.b.4 Select appropriate intervention strategies

COMPETENCY 10.c – INTERVENTION

Definition: Intervene with individuals, families, groups, organizations, and communities.

Demonstrates the Following Foundation Practice Behaviors:
10.c.1 Initiate actions to achieve organizational goals
10.c.2 Implement prevention interventions that enhance client capacities
10.c.3 Help clients resolve problems
10.c.4 Negotiate, mediate, and advocate for clients
10.c.5 Facilitate transitions and endings

COMPETENCY 10.d – EVALUATION

Definition: Evaluate individuals, families, groups, organizations, and communities.

Demonstrates the Following Foundation Practice Behaviors:
10.d.1 Critically analyze, monitor, and evaluate interventions

COURSE DESIGN

The course will use structured, experiential learning which is outlined in the student’s individualized Educational Agreement form. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the Foundation Educational Agreement form. Students strive to develop field-based assignments which will exhibit that they have become proficient in the social work competencies. The field placement hours are logged at a fieldwork site and all student related activities are supervised by an approved, credentialed field instructor. The field placement is facilitated and monitored by the Office of Field Instruction Field Liaison who assigns the final grade. Each credit hour of field placement at the Foundation level is 114 clock hours of work. Students are required to log a total of 228 hours in Foundation field instruction.

Relationship of the Course to Four Curricular Themes

- **Multiculturalism and Diversity:** Students will be able to assess similarities and differences between themselves and the people they work with utilizing Foundation skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement

- **Social Justice and Social Change:** Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of Foundation skill sets

- **Promotion, Prevention, Treatment, and Rehabilitation:** Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles at the Foundation level

- **Social Science Theory and Research:** Students will be expected to incorporate social science and research findings in the field placement, whenever possible
SOCIAL WORK ETHICS AND VALUES
Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing Foundation level social work. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course. The ethical themes of autonomy, beneficence, nonmaleficence [do no harm], fidelity, and justice will also be addressed.

Faculty Approved: October 17, 2012