Course Description
Advanced field instruction (SW691) builds on the prerequisite SW515 Foundation field instruction course. Students can enroll in advanced field instruction with a grade of Satisfactory ("S") or a grade of Marginal ("M") in SW515 Foundation field instruction. Students choose the practice method concentration of Interpersonal Practice and also choose a practice area in which to apply this method (Aging in Families & Society - AG, Children & Youth and Families in Society - C & Y, Communities & Social Systems - CSS, Health - H, and Mental Health - MH).

In advanced field instruction, students will engage in tasks and assignments that reflect a higher level mastery of knowledge and increased independence in functioning which is designed to facilitate growth as a social work practitioner while strengthening professional identity. Students in this course will focus on learning Interpersonal Practice 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 by developing professional practice behaviors (a blend of activities, knowledge and skills), focusing on the Interpersonal Practice method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Interpersonal Practice method through direct service responsibilities with individuals, families, groups and the service environment. These will be evaluated through the development of specific field-based assignments focusing on the Interpersonal Practice method and practice behaviors related to each social work competency found on the Interpersonal Practice Education Agreement form. These assignments will be rated at the end of each term using the established scale. 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 in advanced field instruction have opportunities to apply their skills in a greater variety of circumstances, with greater depth and breadth over a sustained period of time with the goal of increasing the rigor and complexity in the assignments as well as independence. The social work competencies for advanced field instruction are indicated below and are found on the Interpersonal Practice Educational Agreement form. The goal is for students to achieve proficiency in each competency indicated below and to find ways to integrate classroom knowledge with practice experiences.
1. Professional Identity
2. Values & Ethics
3. Critical Thinking
4. Diversity
5. Social & Economic Justice
6. Research
7. Human Behavior & The Social Environment
8. Social Policy
9. Organizational Context
10a. Engagement
10b. Assessment
10c. Intervention
10d. Evaluation

Course Content
This course will build on the generalist practice skills learned in the foundation level field instruction course. The student will directly assume the position of social worker, in which she or he will develop skills specific to working with client groups. The student will be expected to learn about various promotions, prevention, treatment, and rehabilitation service methods performed in the fieldwork setting, to engage in all phases of these service methods, to develop proficiency in their use, and to be able to evaluate the effectiveness of these service methods with individuals, families, and groups. The student will become familiar with associated ethical and value issues that emerge as these service methods are applied. Each term of fieldwork aims to broaden and deepen the students’ skills and understanding, and evidence of students’ cumulative learning is expected.

Specific assignments will increase students’ knowledge about the ways in which mechanisms of oppression and privilege affect Interpersonal Practice for various groups in culturally diverse communities. Students will build upon their understanding of any key similarities and differences between themselves and client population they serve and take these similarities and differences into account when engaging clients, assessing problems, setting goals, and applying change interventions. Differences to be taken into account will consist of the diversity dimensions; ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation, as appropriate. By applying knowledge about privilege, oppression, and strengths-based perspectives, students will have an opportunity to engage in and demonstrate competence in responding to client needs and client strengths.

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 Objectives
Upon successful completion of a field placement in the Interpersonal Practice method, the overall competencies students are expected to become proficient in are as follows:
COMPETENCY #1 – PROFESSIONAL IDENTITY

Definition: Identifies as a professional social worker and conducts oneself as a representative of the profession, its mission and core values.

Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

Demonstrates the Following Interpersonal Practice Behaviors:
- Readily identifies as a social work professional and understands how social identities overlap and affect others
- Demonstrates professional use of self with client groups and maintains professional boundaries
- Understands and identifies professional strengths, limitations, and challenges
- Develops, manages and maintains therapeutic relationships with client groups utilizing a strengths-based perspective

COMPETENCY #2 – VALUES & ETHICS

Definition: Demonstrates how the value base, ethical standards, and principles of the social work profession are applied to social work practice.

Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

Demonstrates the Following Interpersonal Practice Behaviors:
- Uses the NASW Code of Ethics when applying strategies of ethical reasoning to arrive at principled decisions while tolerating ambiguity
- Recognizes and manages personal bias as they affect therapeutic relationships, consequently allowing professional values to guide practice
- Investigates and applies social work professional values and ethics demonstrating understanding of individual, group, organizational, and community differences in order to promote socially just practice
- Identifies, articulates, and synthesizes personal values, and demonstrates how these impact their professional work

COMPETENCY #3 – CRITICAL THINKING

Definition: The intellectually-disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

Demonstrates the Following Interpersonal Practice Behaviors:
- Applies critical thinking to inform and communicate professional judgments in the micro and macro practice arenas
- Identifies, appraises, and integrates multiple sources of knowledge including research into fieldwork site assignments
- Utilizes multi-dimensional approach when determining priorities with client groups
- Cultivates and uses a “critical 3rd eye” which is the ability to observe and evaluate one’s own actions and consequences
COMPETENCY #4 – DIVERSITY
Definition: Demonstrates knowledge, skill, sensitivity, self-awareness and respect when working with client groups across all dimensions of diversity (i.e.; clients’ abilities, age, culture, economic class, ethnicity, family structure, gender, gender expression, race, religion, and sexual orientation).
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
• Considers, explores, and evaluates life experiences of client groups and colleagues that may be similar or different from own
• Identifies special concerns related to diversity within the fieldwork setting and openly engages in professional discussions exploring personal bias
• Identifies and uses practitioner/client differences utilizing a strengths-based perspective
• Recognizes and discusses critically, thoughtfully, and professionally unfamiliar cultural practices

COMPETENCY #5 – SOCIAL AND ECONOMIC JUSTICE
Definition: Identifies strategies and advocates the advancement of social and economic justice within the context of the fieldwork setting.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
• Recognizes that all people have basic human rights and advocates for these
• Uses knowledge of the effects of oppression, discrimination, and historical trauma of client groups to guide treatment planning and interventions
• Advocates at multiple levels for parity and reduction of disparities for diverse populations

COMPETENCY #6 – RESEARCH
Definition: Research practices to improve and/or increase knowledge relevant to the fieldwork setting and populations served.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
• Takes initiative to locate, research and apply, where applicable, practices and resources relevant to the fieldwork setting and population served
• Critically analyzes and evaluates current research studies and trends to inform clinical practice
• Uses research methodology to evaluate clinical practice effectiveness and outcomes
• Shares findings by means of appropriate consultation or case presentations with fieldwork colleagues

COMPETENCY #7 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT
Definition: Explores and identifies the theoretical frameworks utilized in the fieldwork setting to understand individual and organizational behavior.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
• Is able to apply bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments
• Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice
COMPETENCY #8 – SOCIAL POLICY
Definition: Demonstrates awareness and understanding of social policy's impact on practice by identifying policies that impact the fieldwork setting and the populations served.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
- Communicates and advocates with stakeholders the implications of policies and policy changes and the affect these have on the lives of client groups
- Effectively advocates for social policies that advance social and economic well-being of client groups

COMPETENCY #9 – ORGANIZATIONAL CONTEXT
Definition: Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
- Demonstrates an understanding of the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system
- Is knowledgeable about how relational, organizational, and community systems impact client groups
- Assesses the quality of client groups interactions within their social context
- Works collaboratively with others to effect systemic change that is sustainable

COMPETENCY #10a – ENGAGEMENT
Definition: Communicates effectively and establishes collaborative relationships, rapport, and alliances with individuals, families, groups, communities, and other professionals while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
- Establishes a relationally based process that encourages clients to be equal partners in the treatment planning process while setting aside personal bias
- Recognizes and appropriately discusses the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance
- Engages respectfully and expresses empathy with client groups around issues of power

COMPETENCY #10b – ASSESSMENT
Definition: Demonstrates the ability to apply assessment strategies and other data collection methods used in the fieldwork setting.
Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).
Demonstrates the Following Interpersonal Practice Behaviors:
- Demonstrates the ability to identify and apply appropriate assessment methods that reflect evidenced-based practice and are best suited to meet the needs of the client and fieldwork setting
- Acquires skills necessary to administer tools utilized within the fieldwork site and maintains clinical recording which demonstrates an understanding of legal and ethical requirements
- Applies appropriate diagnostic criteria to client system concerns and is able to assess readiness to change
COMPETENCY #10c – INTERVENTION

Definition: Demonstrates the ability to apply goal-based, culturally competent, and developmentally appropriate intervention strategies that reflect fieldwork site protocol and practice informed research which are best suited to meet the needs of the fieldwork setting and population served.

Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

Demonstrates the Following Interpersonal Practice Behaviors:
- Demonstrates the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment
- Demonstrates knowledge of relevant and effective best practice clinical intervention techniques used in the fieldwork site which are specific to the population’s needs
- Advocates and assists client groups to identify and access resources
- Collaborates with other professionals to coordinate treatment planning

COMPETENCY #10d – EVALUATION

Definition: Demonstrates the ability to critically analyze, monitor, and effectively evaluate specific interventions which were applied within the fieldwork setting and develop a revised intervention strategy.

Action: Identifies a specific fieldwork site assignment that focuses on the chosen practice area (AG, C&Y, H, MH or CSS).

Demonstrates the Following Interpersonal Practice Behaviors:
- Demonstrates the use of evaluative techniques to determine whether client needs are being met
- Demonstrates the use of appropriate evaluation methods to assess and monitor selected clinical interventions
- Maintains accurate and up-to-date professional treatment records
- Demonstrates the ability to build a culturally competent client feedback mechanism into sessions

Course Design
The course will use structured, experiential learning which is outlined in the student’s individualized Educational Agreement form and assigned based on the student’s chosen practice method concentration and practice area. Field placement learning experiences are developed in concert with the field instructor and are linked to the competencies outlined on the student’s assigned 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. If a student elects a specialization or minor, these will be established during the placement phase. Each credit hour of field placement at the advanced level is 57 clock hours of work. Advanced students are required to log a total of 684 hours. Students electing a minor will complete a total of 171 clock hours out of the 684 total in their minor area and complete the required documentation for the minor field-based assignments related to the assigned competencies.
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 *Interpersonal Practice* skills as well as set client-centered specific goals and objectives which incorporate these factors into their *Interpersonal 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 group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for client 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 *Interpersonal Practice* skills.

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

- **Social Science Theory and Research**: Students will be expected to incorporate social science and research findings in the field placement, whenever possible.

Relationship of the course to 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 in *Interpersonal Practice*. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, interprofessional/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.