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 Social Policy and Evaluation 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 policy and evaluation specialist social work practitioner while strengthening social work professional identity. Students in this course will focus on learning Social Policy and Evaluation 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 Social Policy and Evaluation method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the Social Policy and Evaluation method through direct service responsibilities with individuals, families, groups, communities, organizations and the wider service environment. These will be evaluated through the development of specific field-based assignments focusing on the Social Policy and Evaluation method and practice behaviors related to each social work competency found on the Social Policy and Evaluation 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 Social Policy and Evaluation 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 within organizations and communities. Field instruction is intended to develop practice skills in social policy analysis, development and implementation, as well as practice skills in evaluation methodology. Each term of field work aims to broaden and deepen the students’ skills and understanding, and evidence of students’ cumulative learning is expected.

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 applying Social Policy and Evaluation skill sets. The student will be expected to learn about various promotions, prevention, treatment, and rehabilitation service modalities performed in the fieldwork setting, to learn how to evaluation all phases of service methods, to develop proficiency in analysis and policy guidelines their use, and to be able to establish outcome measures for the populations served. Students will be exposed and learn skills in the application of methods and techniques of evaluation, including assessing, monitoring, and determining the impact and outcome of interventions, programs, and policies and dissemination of findings to decision makers. The student will become familiar with associated ethical and value issues that emerge as these evaluation measures are applied.

Specific assignments will increase students’ knowledge about the ways in which mechanisms of oppression and privilege affect Social Policy and Evaluation 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 constituent groups, assessing problems, evaluating outcome and making policy recommendations. 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 organization needs and 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 Social Policy and Evaluation 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 Social Policy and Evaluation Practice Behaviors:
• Readily identifies as a social work professional and understands how social identities overlap and affect others
• Demonstrate 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 Social Policy and Evaluation 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 consequently allowing professional values to guide practice decisions
• Investigates and applies social work professional values and ethics demonstrating an understanding of individual, group, organizational, and community differences in order to promote socially just practice

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 Social Policy and Evaluation 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
• Raises and formulates issues, questions, and problems clearly and precisely and engages in consultation
• 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 Social Policy and Evaluation Practice Behaviors:

• Recognizes and discusses critically, thoughtfully, and professionally unfamiliar cultural practices to enhance practice decisions
• Engages respectfully with client groups around issues of difference and recognizes the impact of one’s own cultural identity on practice
• Identifies special concerns related to diversity within the fieldwork setting and openly engages in professional discussions exploring personal bias
• Considers, explores, and evaluates the life experiences of client groups and colleagues when making policy recommendations

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 Social Policy and Evaluation Practice Behaviors:

• Recognizes that all people have basic human rights and advocates for these
• Engages in reflection related activities regarding social justice issues utilizing the PODS (privilege, oppression, diversity and social justice) lens
• Uses knowledge of the effects of oppression, discrimination, and historical trauma on client groups to guide practice decisions

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 Social Policy and Evaluation Practice Behaviors:

• Takes initiative to locate, research, retrieve relevant data and apply to the fieldwork setting and population served
• Critically analyzes and evaluates current research studies and trends to inform practice decisions
• Demonstrates the ability to express and present professional opinions and participates in and shares findings by means of appropriate consultation or 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 Social Policy and Evaluation Practice Behaviors:

• Demonstrates appropriate knowledge and theoretical frameworks when working with organizations, communities, groups, families, and individuals across the life span
• Synthesizes and differentially applies theories of human behavior and the social environment to guide practice decisions
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 Social Policy and Evaluation 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
- Designs and implements operational plans utilizing appropriate social policy strategies

COMPETENCY #9 – ORGANIZATIONAL CONTEXT

**Definition:** Demonstrate 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 Social Policy and Evaluation Practice Behaviors:**

- Effectively identifies their role(s) and demonstrates the ability to practice within the organizational structure
- Articulates the mandate, purpose, and organizational structure of the fieldwork site and identify the formal and informal decision-making process within the setting
- Knowledgeable about how relational, organizational, and community systems impact client groups
- Demonstrates the ability to implement strategies of collaboration in areas of project management
- Demonstrates an understanding of and ability to practice within the organizational structure of the field placement setting, how it operates, the services offered, and its service delivery system

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 Social Policy and Evaluation Practice Behaviors:**

- Engages respectfully and expresses empathy with client groups around issues of power
- Effectively communicates with and establishes culturally collaborative relationships with organizational stakeholders while setting aside personal biases, values and beliefs to achieve the mission of the fieldwork site
- Demonstrates the ability to build partnerships internally and externally
- Applies collaboration building and consultation skills within and across organizations in response to needs of diverse populations of clients when establishing evaluation strategies

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 Social Policy and Evaluation Practice Behaviors:**

- Demonstrates the ability to identify and apply appropriate assessment strategies and methods noting strengths and limitations that are best suited to meet the needs of the client and communities relevant to the fieldwork site
- Uses appropriate analytic methods in common policy analysis
• Demonstrates knowledge of how the structure and development of individuals, groups, families, organizations, and communities, and social systems affect each other
• Engages clients and systems in assessing their own needs and aspirations
• Creates a logic model or concept map describing connections between policy and programs

COMPETENCY #10c – INTERVENTION

Definition: Demonstrate the ability to apply goal-based, culturally competent, 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 Social Policy and Evaluation Practice Behaviors:
• Understands policy documents and communicates the ramifications of various social policies
• Demonstrates knowledge of relevant and effective social policy analysis and implementation tactics
• Develops an evaluation budget and provide budget justification
• Identifies needed resources for evaluation, such as information, expertise, personnel, instruments
• Demonstrates skill in translating and applying multi-level interventions in order to work with diverse organizations or populations at varying levels of risk and marginality

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 Social Policy and Evaluation Practice Behaviors:
• Demonstrates the use of qualitative and quantitative methods in social policy analysis and uses tactics emphasizing principles that are participatory and use community-based action-research methods
• Demonstrates ability to analyze, interpret, access validity and reliability of data
• Develops recommendations and provides rationales for decisions
• Reflects on and reviews findings with various audiences and stakeholders to determine their meaning and implications

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 **Social Policy and Evaluation** skills as well as set specific goals and objectives which incorporate these factors into their **Social Policy and Evaluation** 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 **Social Policy and Evaluation** skill sets and strategies.

- **Promotion, Prevention, Treatment, and Rehabilitation:** Students will be exposed to experiences that evaluate and incorporate promotion, prevention, treatment and rehabilitation principles and address these using design sensitivity analysis strategies, empowerment evaluations, and content analysis. Statistical techniques will be used to analyze and evaluate to better inform policy issues and/or initiatives.

- **Social Science Theory and Research:** Students will be expected to incorporate social science and research findings in the field placement, whenever possible and to identify models of policy evaluation and program development. Students will examine ways in which social science data is translated into current policy and practice and the consequences (both positive and negative) which emerge.

Relationship of the course to Social Work Ethics and Values

Ethical standards of social work practice (as presented in the NASW Code of Ethics) and evaluation practice (Program Evaluation Standards) will be used to address ethical issues commonly confronted in the statistical analysis of policy and evaluation. The ethical standards of utility, feasibility, accuracy and propriety relevant to evaluation are emphasized for those whose method is **Social Policy and Evaluation**. 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.