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 School-Based 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 School-based 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 School-based Interpersonal Practice method.

Students will acquire and develop skills and practice behaviors that exhibit the attainment/proficiency of each social work competency in the School-based Interpersonal Practice method through direct service responsibilities with individuals, families, groups and the school environment. These will be evaluated through the development of specific field-based assignments focusing on the School-based Interpersonal Practice method and practice behaviors related to each social work competency found on the School-based 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 School-based 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.
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 a school-based setting, in which she or he will develop skills specific to working with client groups. Students will learn about the structure and processes of an educational setting, their various functions, and the variety of roles and tasks carried out by school social workers. Knowledge will be obtained concerning the context in which service is delivered, the impact of the context on School-based Interpersonal Practice, and the value issues supporting the educational setting’s domain. The student will be expected to learn about various promotions, prevention, treatment, and rehabilitation service methods performed in the school-based setting, to engage in all phases of these service methods, to develop competence in their use, and to be able to evaluate the effectiveness of these service methods with students, families, school personnel, and other appropriate collaterals. 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 School-based 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 School-based 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 School-based Interpersonal Practice Behaviors:*

- Identifies as a professional social worker and defends and conducts oneself as a representative of the profession, its mission and core values
- Articulates what constitutes a professional relationship and demonstrates skills in understanding of role differences between teacher, consultant, psychologists, counselors, principals, social workers, and private therapists and demonstrates the ability to practice within the educational setting’s structure
- Consistently establishes professional boundaries
- Is able to interpret, articulate, and demonstrates how individual biases, values, and life experiences can or have influenced the development of professional relationships

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 School-based Interpersonal Practice Behaviors:*

- Demonstrates use of the NASW Code of Ethics when applying strategies of ethical reasoning to arrive at principled decisions while tolerating ambiguity
- Recognizes and manages personal values thus 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 School-based Interpersonal Practice Behaviors:*

- Applies critical thinking to inform and communicate professional judgments in the educational settings
- Identifies, appraises, and integrates multiple sources of knowledge including research into assignments
- Utilizes a multi-dimensional approach when determining priorities with client groups in the educational setting
- 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 School-based 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 educational 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 School-based 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 assessments and interventions in an educational setting

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 School-based Interpersonal Practice Behaviors:**
- Takes initiative to locate, research, and apply applicable practices and resources relevant to the educational setting and population served
- Critically analyzes and evaluates current research studies and trends
- 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 School-based Interpersonal Practice Behaviors:**
- Is able to apply bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in the 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 School-based Interpersonal Practice Behaviors:*
  - Communicates and advocates with stakeholders in an educational setting 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
  - Demonstrates skills in developing coalitions at the local, state, and national levels that promote student success

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 School-based Interpersonal Practice Behaviors:*
  - Demonstrates the ability to express and present appropriate professional, clinical opinions that meet the expectations of the educational setting
  - Is able to articulate the organizational structure of the educational setting, how it operates, the services offered, and its service delivery system
  - Demonstrates an ability to articulate the mandate, purpose, and organizational structure of the educational setting and identify the formal and informal decision-making process within the educational setting
  - Demonstrates skills in understanding the reciprocal influences of home, school, and community
  - Knowledge of State and National special education laws and other legal aspects of the role of school social workers

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 School-based Interpersonal Practice Behaviors:*
  - Demonstrates skills in engaging and maintaining the educational system (students, families, school personnel, and appropriate collaterals) for service delivery
  - Demonstrates skills in communicating effectively with and establishing developmentally sensitive, culturally appropriate, collaborative relationships across the various level of social work practice in an educational setting
  - Effectively communicates with and establishes culturally collaborative relationships with clients while setting aside personal biases, values and beliefs to achieve the mission of the educational setting
  - Demonstrates skills in advocacy to ensure that students and their families are provided services within the context of multicultural understanding that enhance families’ support of students’ learning experiences
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 School-based Interpersonal Practice Behaviors:**
- Demonstrates skills in gathering data utilizing multiple methods and sources to assess the needs, characteristics, and interactions of students, families, local educational agency personnel, individuals, and groups in the neighborhood and community
- Demonstrates skills in providing comprehensive assessments and evaluations of students specifically addressing the reasons for referral; utilize multiple methods of collecting data, and providing appropriate measurable goals for intervention across multiple cultural and bio-psychosocial domains
- Demonstrates skills in becoming familiar with education disability classifications and DSM classification criteria

COMPETENCY #10c – INTERVENTION

**Definition:** Demonstrates 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 School-based Interpersonal Practice Behaviors:**
- Integrates interpersonal practice modalities, strategies, and interventions and differentially applies them in an educational setting with students, families, school personnel, and other appropriate collaterals
- Demonstrates skills in selecting and applying empirically supported, evidenced-based prevention and intervention methods to enhance students' learning, development, and school success
- Demonstrates skills in extending services to students and families in ways that build strengths and offer maximum opportunity to participate in assessment, planning, and intervention processes

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 School-based Interpersonal Practice Behaviors:**
- Monitors and evaluates interpersonal practice interventions in an educational setting
- Demonstrates skill in evaluating the efficacy of interventions and disseminates the findings to students, families, school personnel, other appropriate collaterals, the educational setting, the community, and the profession
- Demonstrates skills in utilizing instruments/tools and documentation to monitor the effectiveness of interventions
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 School-based Interpersonal Practice skills as well as set client-centered specific goals and objectives which incorporate these factors into their School-based 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 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 School-based 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 School-based Interpersonal Practice 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 School-based Interpersonal Practice. 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.