



Field Education in the 2008 EPAS

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Four Curriculum Features of the 2008 EPAS

1. Program mission and goals
2. Explicit curriculum, including field education as signature pedagogy
3. Implicit curriculum
4. Assessment



1. Mission and Goals

- Professional purpose
- Professional values
- Program's context



2. Explicit Curriculum

- Formal structure, including courses
- Core competencies, operationalized by practice behaviors
- Generalist practice applies core competencies
- Advanced practice applies and augments core competencies



3. Implicit Curriculum

- Educational environment
- Shapes the learning of students
- Includes
 - Diversity
 - Student development
 - Faculty
 - Administrative structure
 - Resources



4. Assessment

- Plan (procedures, multiple measures, benchmarks)
- Based on practice behaviors that operationalize the competencies



Signature Pedagogy

- Lee Shulman
- Central form of instruction that socializes learners to role of practitioner



Compliance with the 2008 EPAS

- Compliance/Concern/Non-compliance Statements
- Compliance = EP & AS
- Used in review briefs
- Outline of self study



Compliance/Concern/Non-compliance Statements

Excerpted from the
Compliance, Concern, and Noncompliance Statements
for the
2008 Educational Policy and Accreditation Standards

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1—Field Education

Accreditation Standard	Compliance	Concern	Noncompliance
2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.	<ul style="list-style-type: none"> Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice. 	<ul style="list-style-type: none"> Narrative demonstrating that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not demonstrate that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice.
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	<ul style="list-style-type: none"> Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies. 	<ul style="list-style-type: none"> Narrative discussing how generalist practice opportunities are provided for students to demonstrate core competencies was unclear or inadequate. 	<ul style="list-style-type: none"> Narrative was not provided or it did not discuss how generalist practice opportunities are provided for students to demonstrate core competencies.



Accreditation Review Brief

Excerpted from Accreditation Review Brief 2008 EPAS

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1—Field Education

Accreditation Standard	Compliance Statement	Location	C/C/NC	Comments
2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.	<ul style="list-style-type: none"> Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice. 			
B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.	<ul style="list-style-type: none"> Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies. 			



Field Related Accreditation Standards

- Compliance
- Key words
- Implications for field director's role



Principle Field Related Sections of the 2008 EPAS

- EP 2.3—signature pedagogy
- AS 2.1.1-2.1.8—field education
- AS 3.4.5—field education director
- AS 3.1—diversity
- AS 4.0—assessment



Other Standards for BSW Programs

- B2.0.1—generalist practice core competencies
- B2.0.2—program’s competencies
- B2.0.3—practice behaviors
- B2.0.4—rationale for class and field design
- B2.0.5—knowledge, values, and skills for each practice behavior



Other Standards for MSW Programs

- M2.0.2—advanced practice
- M2.0.3—program’s competencies
- M2.0.4—practice behaviors
- M2.0.5—rationale for class and field design
- M2.0.6—relevant theories and conceptual frameworks, values, and skills for each practice behavior



AS 2.1.1

- Compliance—connect classroom and field setting
- Implications
 - Participate in curriculum design
 - Seminars
 - Field liaison
 - Training



AS B2.1.2

- Compliance
 - Generalist practice opportunities
- Implications
 - Understand core competencies and practice behaviors
 - Connect to setting and learning agreement
 - Training



AS M2.1.2

- Compliance
 - Advanced practice opportunities
- Implications
 - Understand program's competencies and practice behaviors
 - Connect to setting and learning agreement
 - Training



AS 2.1.3

- Compliance
 - 400 hours for BSW
 - 900 hours for MSW
- Implications
 - Policies and procedures
 - Field manual



AS 2.1.4

- Compliance
 - Student admissions
- Implications
 - Admission criteria & procedures
 - Field manual



AS 2.1.5

- Compliance: congruent with program's competencies and related practice behaviors, set policies and procedures for
 - Selecting field settings
 - Placing and monitoring students
 - Field liaison contacts
 - Evaluating student performance and field setting effectiveness
- Implications
 - Understand and incorporate program's competencies
 - Set and disseminate policies and procedures



AS 2.1.6

- **Compliance: field instructors**
 - Necessary credentials and experience to design relevant learning opportunities
 - Required accredited social work degree
 - Policy for non degree holders
- **Implications**
 - Connect field instructor background to program's competencies
 - Contained in field manual and program-field setting affiliation agreements



AS 2.1.7

- **Compliance**
 - Orientation, training, and continuing dialog
- **Implications**
 - Central to training is program's competencies and their characteristic practice behaviors



AS 2.1.8

- **Compliance**
 - Policy on use of student's place of employment as field setting
- **Implications**
 - Protect role of student as learner
 - Focus on learning program's competencies and characteristic practice behaviors
 - Field manual and field placement applications



AS 3.4.5(a)-3.4.5(d)

- Compliance for field director
 - Full time
 - Leadership ability
 - Required degree and experience
 - Assigned time (at least 25% for BSW and 50% for MSW director)
- Implications
 - Demonstrated leadership



AS 3.1

- Compliance
 - Specific and continuous efforts that program models respect for and understanding of diversity and difference
 - Plans to improve learning environment
- Implications
 - Field settings constitute a key element in the 2008 EPAS definition of the program's learning environment



AS 4.0.1-4.0.3

- Compliance on assessment
 - Plan
 - Evidence
 - Changes to explicit and implicit
- Implications
 - Field evaluation's potential role in program assessment

