

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



SWRK 561: Foundation Field Practicum II
(Taken with SWRK 522 Practice Class)

SPRING 2016

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Office Hours:

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Class Meets:

Location:
Time:

COURSE DESCRIPTION:

SWRK 561 Foundation Field Practicum II 3 hours Prerequisites: SWRK 520 and 560. Co-requisite: SWRK 522. Continued application of advanced social work principles and practice skills in a human services environment, is required. This is a continuation of SWRK 560. Field experiences in an appropriate off-campus setting is required. Students are responsible for arranging their own transportation to designated or assigned sites. Grading: Pass/Fail.

This course focuses on application of skills, knowledge, and values of the generalist social work perspective. As such, it encompasses the experiential (field) component of the first semester full-time foundation MSW field curriculum. This course consists of 200 hours of practicum experience. Students are expected to attend all hours of practicum, demonstrating appropriate social work skills and use of self.

Required Text/Reading:

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author. Retrieved from <http://www.cswe.org/File.aspx?id=13780>

National Association of Social Workers. (2011). *Code of ethics*. Washington, DC: Author. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

Paul, R. & Elder, L. (2006). *Critical thinking concepts and tools*. Dillon Beach, CA: The Foundation for Critical Thinking.

SWRK 560 specifically links with SWRK 520 – Generalist Social Work Practice. Refer to current SWRK 520 syllabus for text and required readings.

Important Note: SWRK 560 serves as a capstone course for the MSW foundation year. Therefore, students (and field instructors) should continually draw upon relevant content from required texts and readings for all foundation year coursework.

Recommended Text/Reading:

Graybeal, C. (2001). Strengths-based social work: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 233-242. Retrieved from <http://www2.sunysuffolk.edu/bybeem/SS30/Strengths%20based%20social%20work%20assessment.pdf>

Berg-Weger, M., & Birkenmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Needham Heights, MA: Allyn & Bacon.

Ginsberg, L.H. (2005). *Social work in rural communities* (4th ed.). Alexandria: VA: Council on Social Work Education.

MSW Mission Statement:

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation.

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- **STUDENT ACCESSIBILITY RESOURCE CENTER**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center in DSU 1074 of the Student Success Center in Downing Student Union. The phone number is 270-745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

- **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. They will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter/ for making online or face-to-face appointments, or call (270) 745-5719 during operating hours (listed on the website) for help scheduling an appointment.

- **LEARNING ASSISTANCE AT WKU**

The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 234. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

- **OFF CAMPUS LIBRARY SUPPORT**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: https://wku.edu/library/dlps/extended_campus/index.php. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the MSW Handbook (<http://www.wku.edu/socialwork/msw/handbooks.php>) and the Code of Student Conduct at Western Kentucky University (<http://www.wku.edu/judicialaffairs/student-code-of-conduct.php>).

Professionalism:

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentiality and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Dishonesty" section of the WKU Student Handbook at: <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php> and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Generalist Advanced Practice as the following:

Educational Policy M2.2—Advanced Practice

"Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration" (EPAS, 2008, p.8).

The core competencies taught in all CSWE accredited MSW programs are defined as follows:

Educational Policy 2.1—Core Competencies

"Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate

the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.”
(EPAS, 2008, p. 3)

Social Work Core Competencies

Since field is the signature pedagogy, the core competencies are the learning outcomes for this course. Upon successful completion of SWRK 560 (along with evidence drawn from previous social work coursework), students are expected to demonstrate achievement of the ten core competencies (left hand column below) as evidenced by the associated practice behaviors. Each competency will address in the learning plan and measured in terms of knowledge, values and/or skills.

According to the Curriculum Policy Statement contained within the Council on Social Work Education’s Handbook of Accreditation Standards and Procedures, students completing an MSW Program curriculum should be able to:

Learning Outcomes:

<u>Competencies</u>	<u>Expected Practice Behaviors</u>	<u>Assignments</u>
1. Identify as a professional social worker and conduct oneself accordingly	1. Advocate for client access to the services of social work.	Learning Plan Journal Field Evaluation
	2. Practice personal 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.	
2. Apply social work ethical principles to guide professional practice	7. Recognize and manage personal values in a way that allows professional values to guide practice.	Journal Field Evaluation
	8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.	
	9. Tolerate ambiguity in resolving ethical conflicts.	
	10. Apply strategies of ethical reasoning to arrive at principled decisions.	
3. Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Journal Field Evaluation
	12. Analyze models of assessment, prevention, intervention, and evaluation.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	
4. Engage diversity and	14. Recognize the extent to which a culture’s	

difference in practice INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation	structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Journal Field Evaluation
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	
	17. View themselves as learners and engage those with whom they work as informants.	
5. Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination.	Journal Field Evaluation
	19. Advocate for human rights and social and economic justice.	
	20. Engage in practices that advance social and economic justice.	
6. Engage in research-informed practice and practice-informed research	21. Use practice experiences to inform scientific inquiry.	Journal Field Evaluation
	22. Use research evidence to inform practice.	
7. Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.	Journal Field Evaluation
	24. Critique and apply knowledge to understand person and environment.	
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being.	Journal Field Evaluation
	26. Collaborate with colleagues and clients for effective policy action.	
9. Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Journal Field Evaluation
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Journal Field Evaluation
	30. Use empathy and other interpersonal skills.	

	31. Develop a mutually agreed-on focus of work and desired outcomes.	
	32. Collect, organize and interpret client data.	
	33. Assess client strengths and limitations.	
	34. Develop mutually agreed-on intervention goals and objectives.	
	35. Select appropriate intervention strategies.	
	36. Initiate actions to achieve organizational goals.	
	37. Implement prevention interventions that enhance client capacities.	
	38. Help clients resolve problems.	
	39. Negotiate, mediate, and advocate for clients.	
	40. Facilitate transitions and endings.	
	41. Critically analyze, monitor, and evaluate interventions.	

Course Requirements:

Enrollment in Generalist Social Work Practice (SWRK 522) is co-requisite with this course. Specific assignments in SWRK 522 draw upon students' field placement experiences. If a student elects—or is asked—to withdraw from either Generalist Social Work Practice (SWRK 522) or Foundation Field Practicum I (SWRK 561), he/she must withdraw from both.

Field Hours for SWRK 561: Students must complete 200 hours in their field placement during the semester.

Attendance and active engagement are required in field.

Important to note: Simply completing field hours is not completing your field practicum! Field hours should be spent meaningfully; with an eye to effectively (and efficiently) completing your field learning tasks and attaining required competencies. Use your learning plan as a daily roadmap for your experience and add to it if needed. At any time, if you feel you are not spending your time well in field, you should seek assistance from your field instructor and your field liaison. The student must attend all field supervision sessions (rescheduling if needed), be present for all required liaison contacts, and complete all field-related assignments.

Field Timesheets: Timesheets must be completed for each week in field placement and are turned in to the Faculty Field Liaison due during each visit. The purpose of these logs is to document the number of hours of field completed as well as to track the tasks performed and skills used. Hours not documented on this log will not be credited. Field log forms can be downloaded from: <http://www.wku.edu/socialwork/field/forms.php>

Students are required to attest to the completion of required hours at the end of the semester, with documentation signed by the student, field instructor, and liaison. Falsification of this document is a violation of ethics and may result in dismissal from the MSW program.

1. Learning Plans- Students are expected to have a reviewed/revised learning plan in place and to complete the tasks that have been mutually developed. Learning plans are due within four weeks of entering field and must be signed by the student, field instructor, and field liaison. Students and field instructors may make changes in the learning plan based on the realities of the field setting and learning needs of the student, but all changes must be approved by the faculty liaison. STUDENT MUST KEEP ORIGINAL LEARNING PLAN IN THEIR POSSESSION AT ALL TIMES. Everyone gets copies of the learning plan until the final evaluation of the field year is completed, when originals are given to

the liaison. Students may not continue accruing field hours after the 4th week of field without an approved learning plan in place.

<http://www.wku.edu/socialwork/field/forms.php>

2. **Meeting with field supervisor-** Student, as part of her/his field responsibility and commitment to learning, is required to meet formally with their field instructor for a minimum of 1 hour/week. Please alert your liaison if you and your field instructor are not meeting this standard.
3. **The use of critical thinking is expected in field.** Understanding of course readings, reflections on field and class activities, discussions, and written assignments will all require you to “think like a professional social worker,” i.e. think critically. Grading of all assignments will include assessment of your use of critical thinking. One important point: critical thinking, when we are first practicing it, sometimes feels slow and difficult, since we are deliberately using a process that introduces new elements into our “regular” ways of thinking. We will take lots of time in class to practice thinking critically and will, hopefully, by the end of this class, feel much more proficient in this set of skills that are fundamental for professional work in the 21st century.
4. Students are expected to adhere to all policies contained in the MSW Field Manual.
5. **Formal Field Evaluation:** The field student is formally evaluated on her/his field performance at midterm and end of each semester. NOTE: Planning for the final evaluation should begin at the start of the semester! All parties (student, field instructor, and the faculty liaison) should review and understand the Core Competencies and agree upon methods of assessment/evaluation, via the learning plan. Each field supervisory session and liaison visit should include a discussion related to your progress on these indicators and include, as needed, planning to address any difficulties. NOTE: The field checklist is used to identify any major problems that need to be address.

Field Liaison Visits

Field liaisons will make at least three contacts with the agency field instructor during each semester. Visits to the agencies will occur at least two times during the course of the semester, with additional visits/contacts at the discretion of the liaison, field instructor, or student. The first visit should occur near the beginning of the semester to assist with, approve or revise the learning plan; the second, towards the semester’s end for evaluations. As well, you will have a midterm phone conference between. Liaisons document all visits and note any deficiencies. (See the WKU MSW Field Manual and field website for appropriate forms.)

Description of Course Assignments:

SUPERVISOR/FIELD JOURNALS (called journals):

Journals serve the purpose of:

- Recording supervision and content
- Supplements learning plan
- Increase efficacy and focus supervision time
- Provide self-reflection and insight regarding role as learner and social worker
- Ability to glean important information and record it
- Assessing your own progress

Students will submit journals WEEKLY and they should be written like you would write a “progress note” (concise, but with enough detail so content and purpose for the week is clear). Follow the outline provided in the appendix. (See appendix)

Field Journals: Students must complete, on time, all journaling assignments required by the Faculty Field Liaison. These assignments are related to the development of reflection skills as they pertain to practice at micro, mezzo, and macro levels and to consideration of self in the role of practitioner, and directly focused on the competencies.

Journal postings should be submitted to the field liaison by Sunday 11pm CST of the end of the designated week. The field liaison will provide guidelines to help guide appropriate discussion, emphasizing critical thinking and mutual support for professional learning and growth through respectful questioning and consultation.

Journals/assignments will be graded using the rubric attached. Students must also pass each journal assignment with at least a score of "3" in order to pass SWRK 561 and proceed to SWRK 660.

NOTE: STUDENTS ARE EXPECTED TO SUBMIT JOURNALS BY THE DUE DATES; HOWEVER MAKE UP JOURNALS AND REWRITES WILL BE ACCEPTED WITHIN 14 DAYS. IF JOURNALS ARE NOT SUBMITTED WITHIN THE 14 DAYS OF THE DUE DATE, STUDENTS MUST STOP ACCRUING FIELD HOURS IMMEDIATELY. IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT HIS/HER LIAISON IF THE JOURNAL IS NOT SUBMITTED ON THE DUE DATE. STUDENTS ARE EXPECTED TO KEEP FIELD LIAISONS INFORMED OF REASONS THE JOURNAL IS LATE AND THE EXPECTED DATE OF COMPLETION.

Evaluation and Grading:

Field courses are "Pass/Fail", however, students are evaluated based on their performance of the competencies, (at least on the beginning level of a MSW practice) and the completion of learning plan tasks.

Each competency has behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a "minus" (if the student has not mastered the behavior, and a "check" if the student has mastered the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that "NA" is allowed in semester one only, and means the student has not had a chance to master the behavior/competency yet. For example: If a student has an equal amount of checks and minuses, then the competency score should not be over "3". You will notice that the highest score possible for semester one is "3", which indicates students are not expected work at a high level of mastery at this point in their education. Semester two is evaluated on a scale of 1 to 5. Please be sure to refer to the cover page of the learning plan for descriptions of the rating levels.

Students must pass ("3" grade or higher) SWRK 560 in order to advance to semester two. Students must pass ("3" grade or higher) SWRK 561 in order to progress to SWRK 660/661.

Additional References:

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Washington, DC: Author. Retrieved from <http://www.cswe.org/File.aspx?id=13780>

Western Kentucky University (2013). *Process for academic dishonesty*. Bowling Green, KY: Author. Retrieved from <http://wku.edu/handbook/academic-dishonesty.php>

Baines, D. (2008). Race, resistance, and restructuring: Emerging skills in the new social service. *Journal of Social Work, 53*, 123-131.

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Journal of Social Work, 52*, 63-70.

Chapman, D. (2007). Effectiveness of advanced illness care teams for nursing home residents with dementia. *Journal of Social Work, 52*, 321-329.

Christler Tourse, R., McInnis-Dittrich, K., & Platt, S. (1999). The road to autonomous practice: A practice competency approach for supervision. *Journal of Teaching in Social Work, 19*(1/2), 3-19.

Ciffone, J. (2007). Suicide Prevention: An analysis and republication of a curriculum-based high school program. *Journal of Social Work, 52*, 41-49.

Corrigan, P. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Journal of Social Work, 52*, 31-39.

Dennison, S. (2007). Students' perceptions of social work: Implications for strengthening the image of social work among college students. *Journal of Social Work, 52*, 350-360.

- Dessel, A. (2006). Using intergroup dialogue to promote social justice and change. *Journal of Social Work, 51*, 303-315.
- DiFranks, N. (2008). Social workers and the NASW Code of Ethics: Belief, behavior, disjuncture. *Journal of Social Work, 53*, 167-176.
- Everett, J (2007). Frontline worker perception of the empowerment process in community- based agencies. *Journal of Social Work, 52*, 151-159.
- Green, R. (2007). Professional education and private practice: Is there a disconnect? *Journal of Social Work, 52*, 151-159.
- Grote, N. (2007). Engaging women who are depressed and economically disadvantaged in mental health treatment. *Journal of Social Work, 52*, 295-308.
- Guilamo-Ramos, V. (2007). Parenting practices among Dominican and Puerto Rican mothers. *Journal of Social Work, 52*, 17-30.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Journal of Social Work, 51*, 20-30.
- Maschi, T. (2006). Unraveling the link between trauma and male delinquency: The cumulative versus differential risk perspectives. *Journal of Social Work, 51*, 59-70.
- Megivern, D. (2007). Quality of care: Expanding the social work dialogue. *Journal of Social Work, 52*, 115-124.
- Moses, T. (2006). Social workers' attitudes about psychotropic drug treatment with youth. *Journal of Social Work, 51*, 211-222.
- Murdach, A. (2007). Situational approach to direct practice: Origin, decline. *Journal of Social Work, 52*, 211-218.
- Pollio, D. (2006). Living with severe mental illness-What families and friends must know: Evaluation of a one-day psychoeducation workshop. *Journal of Social Work, 51*, 31-38.
- Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Journal of Social Work, 48*, 121-123.
- Ruffolo, M. (2006). Developing a parent-professional team leadership model in group work: Work with families with children experiencing behavioral and emotional problems. *Journal of Social Work, 51*, 31-38.
- Zhang, W. (2007). Information technology acceptance in the social services sector context: An exploration. *Journal of Social Work, 52*, 221-231.

OTHER

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

APPENDIX



Semester 2 Weekly Schedule

(NOTE: The word “Client” is used in generalist practice terms).

Week	Competency Area Focus	Journal Topics	Field Assignments
1-2			Review/revise learning plan Review Syllabi Timesheet
3	Core Competency 1 – Identify as a professional social worker and conduct one-self accordingly.	Journal 1- (Core Competency 1) Questions to address: How can you professionally take responsibility for your own learning? How will class assignments help you with field practicum? How will your field practicum help you in your class learning? What specific topics/assignments are you most looking forward to learning about this semester?	Journal 1 Due Timesheet
4	Core Competency 4 – Engage diversity and difference in practice.	Journal 2- (Core Competency 4) Questions to address: What are the actual strengths you see in group members? How are you using these strengths to assist individuals and the group itself? What is the “case plan” for the group? What are you basing your case plan upon?	Journal 2 Due Timesheet
5	Core competency 5 – Advance human rights and social and economic justice.	Journal 3- (Core Competency 5) Questions to address: Social, economic, and political conditions that impact your clients. Give a short overview of the clients currently in your field placement. Then provide at least one example of how a social factor, an economic factor, and a political factor affects this clientele (you will end up with 3 examples).	Journal 3 Due Timesheet
6	Core Competency 2 – Apply social work ethical principles to guide professional practice.	Journal 4- (Core Competency 2) Questions to address: Discuss the Ethical Issues (at least 3) that you have encountered in your field placement.	Journal 4 Due Timesheet
7	Core Competency 3 – Apply critical thinking to inform and communicate	Journal 5- (Core Competency 3) Questions to address: Family Structures. Provide an overview	Journal 5 Due Timesheet

	professional judgments.	of how family work occurs? What are typical goals for the family? The client? If you do not specifically work with the family, is the helpful or unhelpful for treatment? Would you change the current system? Or keep it the same?	
8	Core competency 6 – Engage in research-informed practice and practice-informed research.	Journal 6- (Core Competency 6) Questions to address: What theories and approaches are you basing your group assessment and interventions upon? (Think hard and list all that will influence your work.) How do you incorporate client system strengths into your plan/strategy?	Journal 6 Due Timesheet
9	Core competency 10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Journal 7- (Core Competency 10) Questions to address: Engaging group members. What are the most effective ways that you have been able to engage members in a group session? What are the least effective ways that you have attempted to engage members in a group session? What are your areas of strength in group sessions? What are your areas for growth in group sessions?	Journal 7 Due Timesheet
10	Core Competency 7 – Apply knowledge of human behavior and the social environment.	Journal 8- (Core Competency 7) Questions to address: Discuss family structures with which you’ve had experience. Reflect on family structures different than your own. Describe various “roles” in families/groups, you have observed, and reflect on the “purpose” of those roles. How can you use family dynamics (human behavior/family systems), even if the family members are not present?	Journal 8 Due Timesheet
11	Core competency 8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Journal 9 (Core Competency 8) Questions to address: Identify relevant state and federal policies that support families (all types??). Identify relevant state and federal policies that may harm/not support families. What can you do personally about policies that do not support families?	Journal 9 Due

12	Core Competency 9 – Respond to contexts that shape practice.	Journal 10 (Core Competency 9) Questions to address: Discuss the termination phase of social work and its importance. What are the issues, tasks, and skills needed to complete work with a client (individual, family, group, community)? What specifically do you need to do with your assigned clients?	Journal 10 Timesheet
13			Due Timesheet Schedule Final Visit
14			Timesheet Schedule Final Visit
Final	Evaluation of student field performance – formative and summative		Final Evaluation of Field Placement- STUDENT KEEPS COPY AND GIVES ORIGINAL TO THE LIAISON Everyone Complete Evaluation, for Field Director for Program Assessment Liaison/Field Instructor and Student

WKU SW 560/561 Advanced Field Practicum Journal Grading Rubric

Level of Performance						
Content	Failing (0-1)	Failing (2)	Passing with Minimal Expectations (3)	Passing with Proficiency (4)	Passing with Distinction (5)	Score
<i>Attention to details</i>	<ul style="list-style-type: none"> •Did not submit OR submitted but incomplete •did not follow instructions; •needs to submit or revise; requires consultation with field liaison 	<ul style="list-style-type: none"> •Submitted •did not follow instructions; •revision needed; requires consultation with field liaison 	<ul style="list-style-type: none"> •Submitted; •followed instructions; •no revision needed but may need consultation with field liaison 	<ul style="list-style-type: none"> •Submitted; •followed instructions; •no revision needed; consultation with field liaison not required 	<ul style="list-style-type: none"> •Submitted; •followed instructions consistently in all content areas; •no revision needed; consultation with field liaison not required 	

<i>Application to practice behaviors</i>	<ul style="list-style-type: none"> •Major problems or inconsistencies in requested content areas •identified no learning goals; •<u>written response reflects little or no understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Major problems with some requested content areas; •identified vague or very broad learning goals that can apply to any situation; •<u>written response reflects low level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Some minor problems with requested content areas; •some inconsistencies but clear identifiable learning goals; •<u>written response reflects beginning/average level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Minimal or no problems with requested content areas; •minimal or no inconsistencies in clearly identifying learning goals; •<u>written response reflects above average level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •No problems with requested content areas; •consistently and clearly identifies learning goals; •<u>written response reflects advanced level of understanding as evidence of mastery</u> 	
<i>Integrates multiple sources of knowledge</i>	<ul style="list-style-type: none"> •Fails to clearly identify <u>and</u> integrate content •fails to clearly identify examples of relevant published work •no mention or very vague references to feedback from field instructor OR field liaison 	<ul style="list-style-type: none"> •Major inconsistencies in identifying <u>and</u> integrating content •very vague references to published work •vague or very minimal references to feedback from field instructor OR field liaison 	<ul style="list-style-type: none"> •Some inconsistencies in identifying <u>and</u> integrating content, but does not affect general understanding •identifies 1 specific example of relevant published work •some references to feedback from field instructor OR field liaison 	<ul style="list-style-type: none"> •Minimal or no inconsistencies in identifying <u>and</u> integrating content •identifies 2 specific examples of relevant published work •clear references to feedback from field instructor OR field liaison 	<ul style="list-style-type: none"> •Consistently identifies <u>and</u> integrates content •identifies 3 specific examples of relevant published work •consistently references feedback from field instructor OR field liaison 	
<i>Demonstrates effective written communication</i>	<ul style="list-style-type: none"> •<u>No written response OR written response is not clear</u> in all or most areas; •very noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •difficult to understand; •<u>fails to clearly cite</u> sources and references in APA style when appropriate •revision needed & refer to WKU Writing Center 	<ul style="list-style-type: none"> •<u>Written response is not clear</u> in multiple areas; •noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •difficult to understand; •major inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate •revision needed & refer to WKU Writing Center 	<ul style="list-style-type: none"> •<u>Written response</u> is clear; •some noticeable errors in mechanics of writing, usage of language, and sentence structure on some pages; •generally not affect understanding; •some inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate •no revision needed but might benefit from referral to WKU Writing Center 	<ul style="list-style-type: none"> •<u>Written response</u> is very clear; •minimal or no noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •easy to understand; •minimal or no inconsistencies in clearly <u>and</u> accurately citing sources and references in APA style when appropriate •no revision needed; no referral to WKU Writing Center 	<ul style="list-style-type: none"> •<u>Written response</u> is very clear; •no noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •easy to understand; •consistently inserts <u>and</u> accurately cites sources and references in APA style when appropriate •no revision needed; no referral to WKU Writing Center 	
<i>Attention to self-assessment and self-reflection</i>	<ul style="list-style-type: none"> •<u>Fails to provide clear comments and examples</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. 	<ul style="list-style-type: none"> •Provides <u>very vague, general comments and examples</u> with <u>major inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. 	<ul style="list-style-type: none"> •Provides <u>some clear comments and examples</u> but with <u>some inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. 	<ul style="list-style-type: none"> •Provides <u>clear comments and examples</u> with <u>minimal or no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. 	<ul style="list-style-type: none"> •Provides <u>very clear comments and examples</u> with <u>no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. 	

		etc.				
						Total —

Field Liaison Comments:

SUPERVISION/FIELD JOURNAL FORMAT
(Include the following headings in your assignment)

Student name:

With whom did you have supervision (name of FI or other):

Date and length of supervision:

Type of supervision (individual or group?) If group, how many?

If supervision did not occur, state the reason and date of next scheduled supervision:

IF SUPERVISION ADDRESSED THE COMPETENCY YOU ARE WRITING ABOUT, THEN COMPLETE #1, 2 AND 5.

IF SUPERVISION DID NOT OCCUR, OR YOU DIDN'T DISCUSS THE COMPETENCY, COMPLETE # 1, 4, AND 5.

1. CORE COMPETENCY TOPIC AND ENGAGEMENT: Follow the format of your weekly schedule to determine your journal topics.
 - a. Answer the questions listed for you.
 - b. List the practice behaviors you have engaged in this week in field,
 - c. Include specific examples (tasks) that demonstrate this practice behavior.
2. SUPERVISION CONTENT /INSIGHTS*: Using the assignment questions included with each assignment as a spring board for discussion (you do not have to answer/discuss all the questions, just those most relevant),
 - a. Briefly summarize your supervision discussion around this topic (competency).
 - b. Describe insights that you gained (through supervision, course readings/assignments and field experiences) about your strengths and weaknesses in this competency and the practice behaviors.
 - c. Discuss how you manage personal values encountered in supervision, interactions with clients and staff, etc.
 - d. Use APA style.
3. IF YOU DIDN'T HAVE SUPERVISION, OR THE COMPETENCY WASN'T DISCUSSED IN SUPERVISION, THEN COMPLETE # 4 BELOW, INSTEAD OF # 2 ABOVE
4. FIELD CONTENT/INSIGHTS
 - a. Briefly describe your supervision (if you had supervision) discussion.
 - b. ANSWER ALL THE DISCUSSION QUESTIONS INCLUDED WITH THE COMPETENCY (see assignments below: Cut and paste questions, then answer them.)
 - c. Describe insights that you gained (through course readings/assignments and field experiences) about your strengths and weaknesses in this competency and the practice behaviors.
 - d. Discuss how you manage personal values encountered in supervision, interactions with clients and staff, etc.
 - e. Use APA style.
5. PLAN
 - a. Discuss which Practice Behaviors you plan to focus on and how in order to improve your level of mastery on this competency.
 - b. Include other areas of growth and learning that were highlighted this week for you.