DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

SWRK 661: Advanced Field Practicum II
(Taken with SWRK 622 Integrated Social Work with Families)
SPRING 2016

	Office: 210-A Academic Complex
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Email:	
	Office Hours:
Phone:	
Class Meets:	**Location:**
	Time:

COURSE DESCRIPTION:

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program; SWRK 620 and 660.
Co-requisite: SWRK 622.
The capstone course, a continuation of SWRK 660. Application of advanced social work principles and practice skills in a human services environment with a specific population. Field experiences in appropriate off-campus settings are required. Students are responsible for arranging their own transportation to designated or assigned sites. **Grading: Pass/Fail.**

Additional Information:
 This course focuses on the development of applied skills, knowledge, and values for advanced direct social work practice in a rural setting. As such, it provides students with experiential learning that is consistent with an advanced field course. Students complete a total of 250 of practicum hours, including planned learning experiences. The course emphasis is on the full development of social work skills for advanced direct practice in the rural milieu. These skills reflect the application of all of MSW content: an understanding of, and ability to apply, human behavior and social theories; the use and production of social work research; an understanding of the process of, and skills in, administration; socialization into the profession that has resulted in a commitment to taking a leadership role in the profession, including leadership with respect to social work values and ethics; and an understanding of rural communities. It also includes specific practice skills, such as effective communication; professional use of self within the rural practice milieu, including an organizational environment; resolving ethical and value dilemmas common in this milieu; differentially applying social theories and research to address constituent concerns; and practicing across systems, including in a context of economic development. Social workers with this level of skill are characterized by their commitment to promoting respect for, and peace between, persons who may not be from the same background. In other words, graduate level social workers respect, promote, and practice in accordance with an understanding of issues related to human diversity. This course serves as the capstone course required by the WKU Graduate School.

Required Text/Reading (SWRK 661 specifically links with SWRK 622 – Integrated Social Work Practice with Families):
Van Hook, M. (2014). *Social work practice with families: A resiliency based approach*. Chicago, IL: Lyceum Books

Important Note: SWRK 661 serves as a capstone course for the MSW concentration year. Therefore, students (and field instructors) should continually draw upon relevant content from required texts and other readings from all MSW coursework.

Recommended Text/Reading:

Ginsberg, L. H. (1998). *Social work in rural communities.* Alexandria, VA: Council on Social Work Education.

Kirst-Ashman, K. K., & Hull, G. H. (2001). *Macro skills workbook: A generalist approach* (2nd ed.). Belmont, CA: Wadsworth.

Rothman, J., Erlich, J., & Tropman, J. E. (2001). *Strategies of community intervention.* Itasca, IL: Peacock.

Tropman, J. E., Erlich, J. L., & Rothman, J. (2001). *Tactics and techniques of community intervention* (4th ed.). Itasca, IL: Peacock Publishers.

Additional texts may be assigned by field instructors and liaisons.

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 quit 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, confidentially 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 661 (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 (center column). Each competency will be addressed in the learning plan and measured in terms of knowledge, values and 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:

Competencies	Expected Practice Behaviors	Assignments
1. Identify as a professional social worker and conduct oneself accordingly	1. Demonstrate an ability to advocate for clients rights in collaborative service planning	Learning Plan Journal Field Evaluation
	2. Acknowledge and integrate the clinical implications of advanced generalist practice social workers' own cultural background, family structure, family functioning, and life experience	
	3. Demonstrate adherence to appropriate and ethical professional roles and boundaries	
	4. Demonstrate professional demeanor in behavior, appearance, and communication	
	5. Recognize the importance of and demonstrate an ability to engage in career-long learning;	
	6. Seek out and effectively use supervision and consultation 7. Apply and understand the specialized nature of the professional social work role in rural settings/with rural populations 8. Create a self-care plan is continuously monitored for effectiveness.	
2. Apply social work ethical principles to guide professional practice	9. Manage personal values in a way that allows professional values to guide professional practice.	Journal Field Evaluation
	10. Make ethical decisions by applying standards of the NASW code of ethics	
	11. Synthesize the requirements of the NASW code of ethics, the standards of the profession, abide by relevant laws and policies, and use professional values to guide practice;	
	12. Accepts the role of ambiguity in the process of resolving ethical conflicts	

	and dilemmas, especially as it applies to rural population/setting 13. Apply strategies of ethical reasoning to arrive at principled decisions	
3. Apply critical thinking to inform and communicate professional judgments	14. Evaluate multiple sources of knowledge, including research-based knowledge and practice wisdom	Learning Plan Journal Field Evaluation
	15. Compare, contrast, and apply models of prevention, assessment, intervention, and evaluation	
	16. Demonstrate effective oral and written communication in working with a wide range of clients and systems in advanced generalist practice	
4. Engage diversity and 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	17. Evaluate the extent to which a culture's structures, traditions and values may support, oppress, marginalize, or, create or enhance privilege and power for individuals, families, and groups	Journal Field Evaluation
	18. Demonstrate the ability to identify and manage the influence of personal biases and values in working with diverse client populations	
	19. Demonstrate the ability to communicate an understanding of the importance of difference in shaping the life experiences of individuals, families, and groups	
	20. Demonstrate the ability to learn from and engage those with whom we work as experts on their own lives	
5. Advance human rights and social and economic justice	21. Describe the forms, mechanisms, and implications of oppression and discrimination, as they relate to advanced generalist practice with individuals, families, and groups	Journal Field Evaluation
	22. Advocate for human rights and social and economic justice for individuals, families, and groups	
	23. Engage in practices that advance social and economic justice for individuals, families, and groups	
6. Engage in research-informed practice and practice-informed research	24. Use practice experiences with individuals, families, and groups to inform scientific inquiry	Journal Field Evaluation
	25. Relate theories, models, and research for understanding client problems within contextual client systems and circumstances	
	26. Evaluate effective evidence-based intervention strategies with rural populations/settings	
	27. Collaborate with the client in selecting effective evidence-based intervention strategies	
	28. Apply research skills to the evaluation of interventions	

	29. Advocate for the dissemination and implementation of evidence-based practices for individuals, families, and groups with rural populations/ settings	
7. Apply knowledge of human behavior and the social environment	30. Evaluate client situations with regard to risk and protective factors relevant to advanced generalist practice interventions with individuals, families, and groups	Journal Field Evaluation
	31. Apply practice theories to facilitate the understanding of client situations within the context of their environment across the populations that advanced generalist practice social workers serve	
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	32. Evaluate policies that advance the social well being of individuals, families and groups	Journal Field Evaluation
	33. Advocate for policies that advance the social well being of individuals, families and groups 34. Implement effective policies in advanced generalist practice settings	
9. Respond to contexts that shape practice	35. Appraise, the changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	Journal Field Evaluation
	36. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services commensurate with the evolving community needs	
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	Engagement 37. Prepare for action with individuals, families, and groups 38. Use relationship building and other advanced generalist practice skills 39. Develop mutually agreed upon focus of work and desired outcomes	Journal Field Evaluation
	Assessment 40. Perform assessment procedures to evaluate clients' needs, wants, strengths and limitations 41. Develop mutually agreed upon intervention goals and objectives 42. Select appropriate intervention strategies based on informed consent of client 43. Utilize a bio psychosocial spiritual cultural assessment, including diagnosis, as appropriate using DSM 44. Utilize community assessment framework to inform intervention strategies	
	Engagement 37. Prepare for action with individuals, families, and groups 38. Use relationship building and other advanced generalist practice skills 39. Develop mutually agreed upon focus of work and desired outcomes	

	Assessment 40. Perform assessment procedures to evaluate clients' needs, wants, strengths and limitations 41. Develop mutually agreed upon intervention goals and objectives 42. Select appropriate intervention strategies based on informed consent of client 43. Utilize a bio psychosocial spiritual cultural assessment, including diagnosis, as appropriate using DSM 44. Utilize community assessment framework to inform intervention strategies	
	Intervention 45. Initiate actions to achieve client goals 46. Implement prevention interventions that enhance client capacities 47. Build on client strengths to continue to solve problems 48. Empower clients in negotiating and advocating for themselves 49. Facilitate mutually agreed upon transitions and endings	
	Evaluation 50. Advanced generalist practice social workers critically evaluate their own program and practice interventions	

Course Requirements:

Enrollment in SWRK 622 is co-requisite with this course. Specific assignments in SWRK 622 draw upon students' field placement experiences. If a student elects—or is asked—to withdraw from either Generalist Social Work Practice (SWRK 622) or Foundation Field Practicum I (SWRK 661), he/she must withdraw from both.

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

2. <u>Meeting with field supervisor</u>- 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. <u>The use of critical thinking is expected in field</u>. 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. <u>Formal Field Evaluation:</u> 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 addressed.

6. Students are expected to use APA style (5th ed.) for writing, citing and listing references.

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:

FIELD/SUPERVISION JOURNALS provide comprehensive evidence of the student's ability to competently perform in each skill area and will be used to collect evidence of competency on each practice behavior for program evaluation purposes. Additionally, they:

- Record supervision and content
- Supplement the learning plan
- Increase efficacy and focus of supervision time
- Provide a forum for self-reflection and insight regarding role as learner and social worker
- Improve ability to glean important information and record it
- Document progress toward competencies through completion of tasks
- Assess professional growth
- Incorporate course material, readings, and relevant research articles into practice
- Articulate the theoretical and ethical foundations for practice

Students will submit journals according to course schedule. Follow the outline provided in the appendix. (See appendix)

If you have not had the opportunity to experience a field practicum situation to adequately answer any part of the competency based assignment sections, you must submit your assignment by the due date, with the word "incomplete" at the top. Include your plan to gain the knowledge and experience you need to complete that particular section of the assignment, or discuss with liaison why it is not possible to have it completed in two weeks.

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 661 and proceed to graduate.

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 RESPONSIBILTY 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.

Students must pass ("3" grade or higher) SWRK 661 in order to graduate.

Additional References:

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.

Ciffone, J (2007).Suicide Prevention: An Analysis and Republication of a Curriculum-Based High School Program. *Journal of Social work*. *52*, 31-39.

Claiborne, N (2004).Presence of Social Workers in Nongovernment Organizations. *Journal of Social Work*. *49*, 207-218.

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 if 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.

NASW (1996). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW.

NASW (2001). NASW standards for cultural competence in social work. Washington, DC: NASW.

Nybell, L (2004).race, Place, Space: The Meaning of Cultural Competence in Three Child Welfare Agencies. *Journal of Social Work*. *49*, 17-26.

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.

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.

Zakutansky, T. J. & Sirles, E. (1993). Ethical and Legal Issues in Field Education: Shared Responsibility and Risk. *Journal of Social   Work Education*, 29, 338-347.

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.

Check Bb often for updates.

Course Outline

Week 1 & 2

To do: Review ILP with FI, add new tasks/responsibilities, as needed, to assure competencies are achieved by the end of the semester.

Due:

- list of new tasks and the practice behavior/competency they relate to and submit to Bb.
- Journal 1, submit to Discussion Board

Week 3:
Due:
Journal 2

Week 4:
Due:
Journal 3

Week 5:
Due:
Journal 4

Week 6:
To do: Midterm review/evaluation with FI in preparation for FL contact
Due:
Journal 5

Week 7:
Midterm visit/contact scheduled this week and next.
Due:
Journal 6

Week 8:
Midterm site visits/contact scheduled this week and last.
To do: Study for PRE
Due during FL site visit:
Midterm evaluation

Week 9:
None

Week 10:
Due:
Journal 7

Week 11:
Due:
Journal 8

Week 12:
Due:
Journal 9

Week 13:
To do: complete ILP final evaluation in preparation for final Field Liaison meeting.
Due:
Journal 10

Week 14 and 15:
Final meeting with Field Liaison scheduled, get ready to graduate!!!

Field Journal Assignments

The Field Journal/Assignments are meant to provide comprehensive evidence of the student's ability to competently perform in each skill area and will be used to collect evidence of practice behavior competency for program evaluation purposes.

Students must complete, on time, all journal assignments required by the Faculty Field Liaison. These assignments are related to the development of critical thinking and 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.

Journals serve the purpose of:
- Recording supervision and content
- Supplementing the learning plan to assist students and field instructors with addressing core competencies in field learning
- Increasing student efficacy and focus of supervision time
- Providing a forum for student self-reflection and development of insight regarding role as a learner and social worker
- Improving student ability to glean important information and record it
- Assessing student professional growth
- Incorporating course material, readings, and relevant research articles into practice
- Articulating the theoretical and ethical foundations for practice

Expectations

Students will submit a total of 10 journals, covering each of the 10 competencies during the semester (see Field Liaison's weekly schedule for due dates and times).
- Each document must be "saved as" using the appropriate competency number and student's initials before submitting to blackboard
- Journals must be submitted on time to receive full credit. Requests for exceptions must be submitted to field liaison **ON or BEFORE** the due date unless extreme circumstances warrant otherwise. See syllabus for further details regarding late submissions.
- Students must score a 3 or better on each of the journals to pass the course.
- Any assignment scored below a 3 will be returned for rewrite, which must be turned in within 2 weeks of the score being posted.

Journals will be scored using the WKU SW 660/661 Advanced Field Practicum Journal Grading Rubric found at the end of this document.

JOURNAL TOPICS: THE 10 COMPENTENCIES, WITH DISCUSSION QUESTIONS

The questions attached to the assignments are discussion questions for you and your supervisor and serve as a springboard for deeper learning related to the competency. You are also encouraged to bring classroom discussions or readings to your supervision sessions for discussion also. If you and your FI discussed this competency in preparation for your journal, you do not have to answer all the questions in your journal. As noted above, i**f supervision did not occur, or did not specifically address your performance on one of the following competencies, then you must include and answer the questions in your journal.**

NOTE: The word "Client" is used in generalist practice terms.

Competency 1: Professional Identity-Identify as a professional social worker and conduct oneself accordingly
Semester 2 questions:
- What have you learned about yourself in the MSW program that increased your awareness of you own "issues" or personal biases? Give an example of how you have practiced personal reflection and self-correction to assure continual professional development.
- Discuss the concept "use of self". What have you learned about your "use of self" when interacting with people different from yourself?

Competency 2 Ethics-Apply social work ethical principles to guide professional practice.
Semester 2:
- Consider your own personal values (these may reflect religious upbringing, cultural background, family history, personal experience, etc.) and discuss how one or more of your personal values conflicts with the NASW COE.
- In your answer, include why following your own personal value system would be considered problematic, given the dictates of NASW values and COE. This may be in your work with clients or coworkers (refer to relevant section of the COE when answering).
- Describe how you use the COE and supervision to help guide you and resolve this tension.

To aid in identifying such conflicts between personal values and social work values, consider situations where your gut response did not seem to be the "appropriate" or "professional" response. Similarly, reflect on any unexpected reaction you may have had while reviewing the social work values and the COE. Our gut often reflects deep seeded beliefs or values. Sometimes these gut responses serve us well; other times, they require further reflection to gain better insight into who we are separate from our jobs and our clients.

Competency 3: Critical Thinking- Apply critical thinking to inform and communicate professional judgments.
Semester 2:
- Describe a presentation you have made to social workers and/or other professionals. Include the audience response to you according to your own observations and/or feedback from others.
- What research and preparation did you do to assure you communicated in a professional manner?
- Provide specific examples about the differences between how you present yourself in a social situation versus a professional one. Explain why you choose to make these adaptations.
- What changes would you make in future and why?

Competency 4: Diversity- Engage in Diversity and Difference in Practice (culturalogram) Semester 2 (4.1, 4.3, 4.4): Consider a client or client population that you have worked with or that your agency serves. How might their culture's structures, traditions or values support, oppress, marginalize, or create/ engage privilege and power for them? What modifications to your assessment or intervention tools would you make to fit with their culture/values and belief system?

Competency 5: Research: Engage n Research Informed Practice and Practice Informed Research.
Second Semester (6.1
- Using what you have learned in your research class, describe the method or methods used by your agency to evaluate client progress, the services they provide or its workers (choose one).
- Speak with your field supervisor about what is known regarding the effectiveness of this method. Describe what you learned.

- What steps have the agency taken to resolve any identified issues with the evaluation method?
- If you were asked for a recommendation regarding improvement in their methods, what would you recommend?
- If they don't conduct any formal assessment or outcome studies, what would you recommend and why?

Competency 6: Intern advances human rights and social and economic justice.
- **Semester 2 (6.1-6.3)** Explain how a policy or practice of your agency may result in discrimination or injustice to client(s) served by your agency? How do you recommend changing this policy? How would this recommendation help this client group?

Competency 7: Human Behavior Theories- Apply knowledge of human behavior and the social environment.

Semester 2 (7.1-7.2):
- Describe a case assessment you did and explain what theory or model of human behavior you used in this assessment to understand the client's biological, social, cultural, psychological, and spiritual development. Choose a different model than you did first semester.
- How did it help you plan an effective intervention?
- Choose another theory or model and explain how you applied it to a case or in your field work.
- How did the theory help you formulate a more in-depth assessment or plan?

Competency 8: Policy Practice-Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Semester 2 (8.1-8.3): What policy/policies most impacts your daily work? Describe the impact this policy has on clients served and how you implement it in order to maintain effective service delivery. How might you advocate for a policy that specifically advances the social and economic well-being for your clients? This can be on a micro, mezzo or macro level, depending on the policy.

Competency 9: Social Context-Respond to contexts that shape practice
Semester 2 (9.1-9.2):
- Reflecting on a case within your agency, consider one of the following factors impacting the case: community/neighborhood, agency leadership, and/or use of technology in your practice.
- Think about how this factor influences your case and describe an intervention that you would use to advocate for your case.
- Explain how this choice of intervention may require you to demonstrate leadership skills.

Competency 10 Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention and evaluation at multiple levels.

Semester 2: Referring to the practice behaviors and tasks you listed previously in this journal (and that you did not discuss last semester), discuss how specific material learned in your courses, through research and through supervision has informed and influenced your understanding and application of the practice behaviors. Be specific.

	Level	of	Performance			
Content	Failing (0-1)	Failing (2)	Passing with Minimal Expectations (3)	Passing with Proficiency (4)	Passing with Distinction (5)	Score
Attention to details	•Did not submit OR submitted but incomplete •did not follow instructions; •**needs to submit or revise; requires consultation with field liaison**	•Submitted •did not follow instructions; •**revision needed; requires consultation with field liaison**	•Submitted; •followed instructions; •**no revision needed but may need consultation with field liaison**	•Submitted; •followed instructions; •**no revision needed; consultation with field liaison not required**	•Submitted; •followed instructions consistently in all content areas; •**no revision needed; consultation with field liaison not required**	
Application to practice behaviors	•Major problems or inconsistencies in requested content areas •identified no learning goals; •written response reflects little or no understanding as evidence of mastery	•Major problems with some requested content areas; •identified vague or very broad learning goals that can apply to any situation; •written response reflects low level of understanding as evidence of mastery	•Some minor problems with requested content areas; •some inconsistencies but clear identifiable learning goals; •written response reflects beginning/average level of understanding as evidence of mastery	•Minimal or no problems with requested content areas; •minimal or no inconsistencies in clearly identifying learning goals; •written response reflects above average level of understanding as evidence of mastery	•No problems with requested content areas; •consistently and clearly identifies learning goals; •written response reflects advanced level of understanding as evidence of mastery	

Integrates multiple sources of knowledge	•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	•Major inconsistences 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	•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	•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	•Consistently identifies <u>and</u> integrates content •identifies 3 specific examples of relevant published work •consistently references feedback from field instructor OR field liaison	
Demonstrates effective written communication	•<u>No written response</u> OR written response is <u>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**	•<u>Written response is</u> <u>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**	•<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**	•<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**	•<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**	
Attention to self-assessment and self-reflection	•<u>Fails to provide clear comments and examples</u> in describing personal strengths, challenges,	•Provides <u>very vague, general comments and examples with major inconsistencies</u> in	•Provides <u>some clear comments and examples but with some inconsistencies</u> in describing	•Provides <u>clear comments and examples with minimal or no inconsistencies</u> in	•Provides <u>very clear comments and examples with no inconsistencies</u> in describing personal	

and managing personal values encountered in supervision, interactions with clients and staff, etc.	describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, 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 and FI or TS): _____
Date **AND** length of supervision**:** _____ _____
Was it individual or group? If group, how many? _____
If supervision did not occur, state the reason and date of next scheduled supervision:

1. **COMPETENCY (list the competency assigned for the week per liaison's instructions)**
   a.   list the practice behaviors that you have engaged in recently in field (found in the table under each competency in the back half of the ILP)
   b.   include specific examples (tasks) that demonstrate this practice behavior (bullet points found under each competency found in the first half of the ILP).
2. **ANSWER THE FOLLOWING QUESTIONS** Be sure to include and integrate outside sources of knowledge.
   (see Liaison assigned questions)
3. **SUPERVISION/FIELD CONTENT AND INSIGHTS:**
   a.   Briefly summarize your supervision discussion (**or field experiences for the week, if no supervision occurred**), noting any other competencies touched on.
   b.   Describe insights that you gained regarding this week's competency and/or any course concepts, and also in regard to your own strengths, weaknesses, beliefs or values, etc.
4. **PLAN**:
   a.   Discuss which Practice Behaviors you plan to focus on and how in order to improve your level of mastery on **_this_** competency.