**DEPARTMENT OF SOCIAL WORK**

**WESTERN KENTUCKY UNIVERSITY**

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| WKU News**SWRK 480/481: Social Work Practicum I & Seminar I** **(SEMESTER/YEAR)** (6 credit hours total) **SWRK 482/483: Social Work Practicum II & Seminar II** **(SEMESTER/YEAR)** (6 credit hours total)  |
| Professor/Faculty Field Liaison/Field Seminar Instructor:Email: Tel: Office:  | **Office Hours:** |
| **Meeting Times and Locations**SWRK 481: Seminar 1 (Semester/Year) – Day, Time, Room LocationSWRK 483: Seminar 2 (Semester/Year) – Day, Time, Room Location |

**COURSE DESCRIPTION**

Prerequisites: SWRK 381, admission to the field, and senior standing. Co requisites: SWRK 480 – Social Work Field Practicum I (Summer 2013); SWRK 482 – Social Work Field Practicum II (Fall 2013).

SWRK 480/481 and SWRK 482/483 are capstone courses in the BSW program major. Students enrolled in the field practicum courses (SWRK 480 and 482) simultaneously enroll in the accompanying integrative field seminars (SWRK 481 and 483).

CRITERIA FOR GRADING FIELD SEMINAR AND FIELD PRACTICUM

Students are evaluated in both their Field Practicum by their Field Instructor (based upon their field performance) and in Field Seminar by their Field Liaison (based upon the assignments described below). Field Practicum courses are PASS/FAIL and Field Seminar courses are graded.

 **Grading Scale for Field Practicum**

SWRK 480 Pass= 1.5-3 points on each competency Fail = 1 point or below in ANY competency

SWRK 482 Pass= 3-5 points on each competency Fail=Below 3 points in ANY competency area

**Grading Scale for field seminar**

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| --- | --- | --- | --- | --- |
| A = 90 – 100% | B = 80 – 89% | C = 70 – 79% | D = 60 – 69% | F = Below 60% |
| 100 – 90 pts | 89.9 – 80 pts | 79.9 – 70 pts | 69.9 – 60 pts | < 60 pts |

Students must pass SWRK 480 and SWRK 482 and students must pass SWRK 481 and 483 with a “C” grade or higher). Failure to successful pass both courses each semester will result in repeating both SWRK 480/481 or 482/483.

The purposes of the field practicum and integrative seminar are twofold:

1. To provide BSW students in their final two semesters the opportunity to consciously reflect upon and critically integrate course knowledge, skills and values learned in earlier social work courses with real field experiences;
2. To provide students with support and opportunities necessary to demonstrate their integration and application of the ten core competencies identified by the Council on Social Work Education.

Through practice of social work tasks identified in the students’ learning plans, along with discussions, activities, and assignments in the integrative seminar, students will review concepts and practice integrative thinking/doing in their emerging professional work. In order for students to adequately demonstrate competence in each of the core areas, there will be an emphasis in seminar on students:

* Deeply understanding each competency area and the discrete practice behaviors that together provide evidence of competent practice
* Employing critical thinking and social work professionalism to approach field and seminar tasks
* Honestly exploring what they do not know (or do not consider), and designing activities that will assist them in gaining required knowledge, skills, and values
* Reflecting upon and evaluating their practice in relation to the NASW Code of Ethics
* Learning how to skillfully and graciously give and receive feedback related to performance as beginning professional social workers
* Becoming consultants and coaches for each by asking questions that support critical thinking and principled actions in the field

**REQUIRED TEXTS**

Garthwait, C. (2013). *The social work practicum: A guide and workbook for students.* (6th ed.). Boston, MA: Allyn and Bacon.

 Western Kentucky University. (2011). *BSW Field Manual*.

**RECOMMENDED RESOURCES**

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>

*Students are encouraged to review texts, course notes, handouts, and journal articles from all past social work classes, including Human Behavior and the Social Environment, Social Work Practice 1, 2, and 3, Interviewing, Policy, Statistics and Research.*

**MISSION STATEMENT OF WKU’S BSW PROGRAM**

The mission of the BSW Program at WKU is to prepare culturally competent social workers for practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice, and lifelong learning in order for graduates to practice effectively in a global community.

**COUNCIL ON SOCIAL WORK EDUCATION (CSWE) DEFINITION OF GENERALIST PRACTICE**

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

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates al of the core competencies (CSWE, 2008).

**COURSE REQUIREMENTS and CSWE’S CORE COMPETENCIES**

Upon successful completion of SWRK 480/481 and SWRK 482/483 (along with evidence drawn from previous social work coursework), students are expected to demonstrate achievement of the ten core competencies from the Council on Social Work Education (CSWE). Each core competency and its associated practice behaviors are indicators of the knowledge, values, and/or skills students are expected to be able to demonstrate through the course requirements. The following table details the connection between these course requirements and the core competencies and associated practice behaviors.

| **CORE COMPETENCIES** | **EXPECTED PRACTICE BEHAVIORS** | **COURSE REQUIREMENTS ADDRESSING** **PRACTICE BEHAVIORS** |
| --- | --- | --- |
| **1. Identify as a professional social worker and conduct oneself accordingly** | 1. Advocate for client access to the services of social work.
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.
 | 1. Pre-Field Assignments
2. Learning Plan
3. Integrative Field Journals
4. Field Practicum
5. Mezzo/Macro Project
6. Client System Assessment Paper
7. Professionalism and leadership
 |
| **2. Apply social work ethical principles to guide professional practice** | 1. Recognize and manage personal values in a way that allows professional values to guide practice.
2. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
3. Tolerate ambiguity in resolving ethical conflicts.
4. Apply strategies of ethical reasoning to arrive at principled decisions.
 | 1. Pre-Field Assignments
2. Learning Plan
3. Integrative Field Journals
4. Field Practicum
5. Professionalism
 |
| **3. Apply critical thinking to inform and communicate professional judgments** | 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
2. Analyze models of assessment, prevention, intervention, and evaluation.
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
 | 1. Learning Plan
2. Integrative Field Journals
3. Field Practicum
4. Planned Change Paper
5. Mezzo/Macro Project
6. Client System Assessment Paper
7. Professionalism
 |
| **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*** | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. View themselves as learners and engage those with whom they work as informants.
 | 1. Integrative Field Journals
2. Field Practicum
3. Mezzo/Macro Project
4. Client System Assessment Paper
5. Professionalism
 |
| **5. Advance human rights and social and economic justice** | 1. Understand the forms and mechanisms of oppression and discrimination.
2. Advocate for human rights and social and economic justice.
3. Engage in practices that advance social and economic justice.
 | 1. Integrative Field Journals
2. Field Practicum
3. Mezzo/Macro Project
4. Client System Assessment Paper
 |
| **6. Engage in research-informed practice and practice-informed research** | 1. Use practice experiences to inform scientific inquiry.
2. Use research evidence to inform practice.
 | 1. Integrative Field Journals
2. Field Practicum
3. Mezzo/Macro Project
 |
| **7. Apply knowledge of human behavior and the social environment** | 1. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.
 | 1. Integrative Field Journals
2. Field Practicum
3. Planned Change Paper
4. Mezzo/Macro Project
5. Client Assessment paper
6. Professionalism
 |
| **8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services** | 1. Analyze, formulate, and advocate for policies that advance social well-being.
2. Collaborat*e* with colleagues and clients for effective policy action.
 | 1. Integrative Field Journals
2. Field Practicum
3. Mezzo/Macro Project
 |
| **9. Respond to contexts that shape practice** | 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
 | 1. Integrative Field Journals
2. Field Practicum
3. Mezzo/Macro Project
 |
| **10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities** | 1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills.
3. Develop a mutually agreed-on focus of work and desired outcomes.
4. Collect, organize and interpret client data.
5. Assess client strengths and limitations.
6. Develop mutually agreed-on intervention goals and objectives.
7. Select appropriate intervention strategies.
8. Initiate actions to achieve organizational goals.
9. Implement prevention interventions that enhance client capacities.
10. Help clients resolve problems.
11. Negotiate, mediate, and advocate for clients.
12. Facilitate transitions and endings.
13. Critically analyze, monitor, and evaluate interventions.
 | 1. Integrative Field Journals
2. Field Practicum
3. Planned Change Paper
4. Mezzo/Macro Project
5. Client Assessment paper
 |

**CRITERIA FOR GRADING FIELD SEMINAR AND FIELD PRACTICUM**

Students are evaluated in both their Field Practicum by their Field Instructor (based upon their field performance) and in Field Seminar by their Field Liaison (based upon the assignments described below). Field Practicum courses are PASS/FAIL and Field Seminar courses are graded.

**Grading Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A = 90 – 100% | B = 80 – 89% | C = 70 – 79% | D = 60 – 69% | F = Below 60% |
| 100 – 90 pts | 89.9 – 80 pts | 79.9 – 70 pts | 69.9 – 60 pts | < 60 pts |

**SWRK 481 – SEMINAR I (SEMESTER 1) – STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

|  |  |
| --- | --- |
| 1. Learning Plan
 | 5 pts |
| 1. Integrative Field Journals
 | 50 pts |
| 1. Planned Change In Field Agency – Analysis Paper
 | 15 pts |
| 1. Social Welfare Policy-Mezzo/Macro Project – Proposal Paper
 | 10 pts |
| 1. Social Welfare Policy-Mezzo/Macro Project – Proposal Presentation
 | 5 pts |
| 1. Seminar Facilitation
 |  10 pts |
| 1. Professionalism
 |  5 pts |
|  | 100 pts |

**LEARNING PLAN** **(5 pts)** The Learning Plan is the student’s first required assignment. It includes multiple tasks designed by the WKU Field faculty to support students in achieving competency in behaviors associated with generalist social work practice. Additional tasks relevant to the student’s learning needs and learning opportunities within the agency and its community are developed by the student and Field Instructor during the first four weeks of the student’s field placement. During the first field seminar session, the faculty Field Liaison (the Field Seminar Instructor) will discuss development of the Learning Plan (see Field Manual) and give instructions regarding its completion. Through the Learning Plan, students are expected to design, with Field Instructor input, a well-rounded, focused field experience that will assure that the student achieves required field competencies.

A Learning Plan is not considered complete until the student, Field Instructor, and faculty Field Liaison have reviewed the plan and signed it. Students and Field Instructors may make changes to the Learning Plan based upon the realities of field learning opportunities and the specific learning needs of the student, but all changes to the signed Plan must be approved by the faculty Field Liaison. ***Student may not continue accruing field hours after the 4th week of field placement without an approved learning plan in place.***

The Learning Plan should be regularly reviewed and consulted throughout the student’s field experience. At the end of the student’s first semester placement (SWRK 480), the Plan must be reviewed and revised, as needed, to reflect changes in learning needs and agency learning opportunities.

**INTEGRATIVE FIELD JOURNALS (50 pts)** Students are required to submit five substantive field journals. Each journal will address one CSWE competency area. A rough draft of the student’s journal will be submitted to a Blackboard Discussion Board forum prior to the class on the day it is due. Following this class students will review and comment on their classmates’ journals, and then integrate insights gained from the feedback they receive from their classmates along with the classroom discussion into a final draft of the journal that is submitted via Blackboard. (See Appendix A for further guidelines. A rubric for assessing the quality of these assignments will also be posted to Blackboard and discussed in class.) Journals will be graded using a rubric provided by the field liaison. Students must pass all journal assignments with at least a score of “7” in order to show competency in each area.

**PLANNED CHANGE IN FIELD AGENCY – ANALYSIS PAPER (15 pts)** This assignment allows students to critically study the direct work of their field agency through the lens of the basic social work planned change process (*Engagement, Assessment, Intervention, and Evaluation*). In so doing, they will see how their agency has adapted the planned change process to the specific population(s) it serves, the theoretical underpinnings of the approaches used, the strengths (and potential shortcomings) of current processes and methods, and the impacts of organization, policy, legal and community contexts. This assignment also gives students practice in developing a professional written document. (See Appendix B for further guidelines. A rubric for assessing the quality of this assignment will also be posted to Blackboard and discussed in class.)

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – PROPOSAL PAPER (10 pts)** Students complete a mezzo/macro project proposal as part of their first semester field instruction seminar work and implement the project during Semester 2. This assignment requires students to think critically about pertinent social welfare policies and research activities relevant to work within their field agencies and to use a planned change model for mezzo/macro practice. (See Appendix C for further guidelines. A rubric for assessing the quality of his assignment will also be posted to Blackboard and discussed in class.)

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – PROPOSAL PRESENTATION (5 pts)** Students deliver a brief, professional presentation of their *Social Welfare Policy-Mezzo/Macro Project – Proposal Paper* to their peers. (See Appendix D for further guidelines. A rubric for assessing the quality of this assignment will also be posted to Blackboard and discussed in class.)

**SEMINAR FACILITATION (10 pts)** Each student will be expected to present and lead a discussion on one of the ten competencies as described by the Council on Social Work Education’s (CSWE) in its Educational Policy and Accreditation Standards (EPAS). (A rubric for assessing the quality of this presentation will be posted to Blackboard and discussed in class.)

**PROFESSIONALISM (5 pts)** Active, skilled engagement is expected of students during seminar meetings. Group norms will be established in the first seminar session and students will be provided with a professionalism rubric outlining expectations. (A rubric for assessing the quality of this assignment will be posted to Blackboard and discussed in class.)

**SWRK 480 – PRACTICUM I (SEMESTER 1)**

**FIELD PRACTICUM EVALUATION** **(100 pts)** Successful completion of field for semester one requires completion of 200 hours in activities relevant to the student’s learning plan. The student’s Field Instructor and Field Liaison will evaluate the field student at the end of each semester. One hundred percent of the student’s grade for the field practicum is based upon this evaluation. (Refer to the BSW Field Manual for details.) Note that the student’s final grade for Practicum will be PASS/FAIL.

**SWRK 483 – SEMINAR II (SEMESTER 2) – STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

|  |  |
| --- | --- |
| 1. Learning Plan Update (Not graded)
 | 0 pts |
| 1. Integrative Field Journals
 | 50 pts |
| 1. Social Welfare Policy-Mezzo/Macro Project – Implementation and Presentation
 | 20 pts |
| 1. Client System Assessment
 | 15 pts |
| 1. Seminar Facilitation
 |  10 pts |
| 1. Professionalism
 |  5 pts |
|  | 100 pts |

**LEARNING PLAN UPDATE** (**Not graded)** The initial Learning Plan must be reviewed and updated, as needed, by the student and Field Instructor during the first week of second semester field. Changes must be communicated to the Faculty Liaison for review and approval.

The student and Field Instructor should continue to regularly review and consult the Learning Plan throughout the student’s second semester field experience and make sure that all activities included in the plan are being adequately implemented and evaluated.

**INTEGRATIVE FIELD JOURNALS** **(50 pts)** Students are required to submit five substantive field journals. Each journal will address one CSWE competency area. A rough draft of the student’s journal will be submitted to a Blackboard Discussion Board forum prior to the class on the day it is due. Following this class students will review and comment on their classmates’ journals, and then integrate this feedback along with classroom discussion into a final draft of the journal that is submitted via Blackboard. (See Appendix A for further guidelines. A rubric for assessing the quality of these assignments will also be posted to Blackboard and discussed in class.) Journals will be graded using a rubric provided by the field liaison. Students must pass all journal assignments with at least a score of “7” in order to show competency in each area.

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – IMPLEMENTATION and PRESENTATION (20 pts)** As they implement their projects, students should take accurate notes related to the process of their project and the their projects’ results. Students will deliver poster presentations on Field Project Day, communicating to a broader audience the background of the projects, process used, results and lessons learned. (A rubric for assessing the quality of this assignment will be posted to Blackboard and discussed in class.)

**MICRO-PROJECT (15 pts)** Students will produce a Strengths-Based Assessment for a client system from their field agency. (All identifying information will be redacted.) In addition, students will write a summary that compares traditional problem-based assessments to more client-centered/strengths-based assessment. (See Appendix E for further guidelines. A rubric for assessing the quality of this assignment will also be posted to Blackboard and discussed in class.)

**SEMINAR FACILITATION (10 pts)** As with the first semester, each student will be expected to co-present and lead a discussion on one of the ten CSWE competencies. The same rubric for the assessment of their discussion facilitation used in the first semester will be used this semester.

**PROFESSIONALISM (5 pts)** Active, skilled engagement will continue to be expected of students during seminar meetings. Group norms will be revisited in the first seminar session and the rubric from Semester 1 will continue to be used.

**SWRK 482 – PRACTICUM II (SEMESTER 2)**

**FIELD PRACTICUM EVALUATION (100 pts)** Successful completion of field for Semester 2 requires completion of 200 hours in activities relevant to the student’s Learning Plan. The student’s Field Instructor and Field Liaison will evaluate the field student at the end of the semester. One hundred percent of the student’s final grade for the Field Practicum is based upon this evaluation. (Refer to the BSW Field Manual for details.) Note that the student’s final grade for Practicum is PASS/FAIL.

**COURSE REQUIREMENTS, POLICIES, & EXPECTATIONS**

***Course Expectations in addition to Field Policies***

1. Students are expected to adhere to all policies contained in the BSW Field Manual.
2. Attendance and active engagement are required in field seminar. “Active engagement in group learning” will be discussed in an early class session and class guidelines which students will be expected to follow will be developed. A meaningful percentage of the overall course grade will be based on what students bring into the class learning environment and their demonstrated collegiality and professionalism with their fellow learners (including the instructor!). Seminar students can miss one (1) seminar session without penalty. Only one additional absence may be approved without penalty if directly related to Practicum opportunities and approved by the student’s Field Liaison/Seminar Instructor in advance of the absence. A 3-point reduction in the total Seminar grade will be assessed for the first absence that is not approved as outlined above. An additional 3-point reduction will be assessed for a second unapproved absence. 5-points will be deducted for a third unapproved absence. On days that a class does not meet students may be given a Blackboard assignment. Failure to complete this assignment will result in an unapproved absence for that day of class. More than three (3) unapproved absences will result in an “0” or “F” for the final grade.
3. IMPORTANT TO NOTE: Simply completing field hours is not completing a student’s field practicum! Field hours should be spent meaningfully, with an eye to effectively (and efficiently) completing field learning tasks and attaining required competencies as outlined on the Learning Plan. The Learning Plan should be used as a daily roadmap for students’ experiences and should be added to if needed in consultation with their Field Instructor. At any time, if students feel that they are not spending their time well in their Practicum, they should seek assistance from their Field Instructor and/or Field Faculty Liaison.
4. Learning Plans. Students are expected to have a signed Learning Plan in place and to complete the tasks that have been mutually developed by the student and Field Instructor. Learning Plans are due within four weeks of entering field and must be signed by the student, Field Instructor, and Seminar Instructor (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. Students may not continue accruing field hours after the 4th week of field without an approved Learning Plan in place.
5. Meeting with Field Instructor. Students, as part of their field responsibility and commitment to learning, are required to meet formally with their Field Instructor for a minimum of 1 hour/week. Students should alert their Field Liaison if they and their Field Instructor are not meeting this standard.
6. The use of critical thinking is expected in Seminar and Field Practicum. Understanding of course readings, reflections on field and class activities, discussions, and seminar written assignments will all require students to “think like a professional social worker” (i.e., think critically). Grading of class participation and all assignments will include assessment of a student’s use of critical thinking. One important point: critical thinking, when first practiced, sometimes feels slow and difficult, since the process is deliberative and introduces new elements into “regular” ways of thinking. Lots of time in class will be used to practice thinking critically. Hopefully, by the end of this class, students will feel much more proficient in this set of skills that are fundamental for professional work in the 21st century.
7. Good critical thinking is best reflected in clear, well-crafted writing! All written assignments, including those on Blackboard, must be grammatically correct, typed, double-spaced, and display correct form. Additionally, students are expected to use APA Guidelines (*Publication Manual of the American Psychological Association, 2010*) for citing and listing references. Students are encouraged to make use of writing resources across campus whenever needed. Since writing (communicating, documenting) will be a significant part of a student’s job as a social worker, it is a key skill to master. The Seminar Instructor will significantly mark down work that is poorly written.
8. Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University 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 may mean a grade of “zero” for the assignment and/or course failure. Student should review the “Academic Offenses” section of the WKU Student Handbook at:

<http://www.wku.edu/handbook/> 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>

1. Work is to be turned in on time. Points will be deducted from the student’s assignment grade for each day the assignment is late. Five percent (5%) will automatically be deducted from the total points possible for any assignments that are submitted late and no assignment will be accepted if more than one day late – unless prior arrangements have been made with the instructor. No assignment will be accepted after the last day of regular classes. Students who – due to a lack of preparation – are required to reschedule a presentation from their original assigned date will face an automatic 10% deduction from the total points possible on the assignment.
2. Cell phones and computers. Field Seminar focuses significantly on social work professionalism and integration of important social work knowledge, values, and skills. Cell phones are intrusions in the learning environment and should be turned off during class unless students receive instructor approval for extenuating circumstances. Students repeatedly using cell phones without permission during class will receive a zero on the Respect portion of their Professionalism grade.
3. Social Media. Students participating in Field are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients or programs within their placement. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel 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 will be subject to a student review.
4. Academic Support. WKU offers many resources that can help students be successful in this course. These are listed below.

**STUDENT DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. 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 Office for Student Disability Services.

**LEARNING ASSISTANCE AT WKU**

The Learning Center (TLC) is located on the main campus in the Academic Advising and Retention Center, DUC-A330. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 745-6254 or stop by DUC A330. Students can log on to TLC’s website at <http://www.wku.edu/tlc/> to find out more.

Students are also encouraged to make use of the **Writing Center** on campus:

* Cherry Hall; Helm Library; and The Learning Center - Call 745-6254 for hours of operation.

The CHHS Academic Center for Excellence (ACE) is located in Room 411 in the Academic Complex. It offers technology assistance, tutoring, advising and developmental programming. For hours and more information about accessing ACE services, go to: <http://www.wku.edu/ace/>

**COURSE SCHEDULE**

Please note that the schedule for the content, readings, and assignments may be subject to change at the discretion of the professor based upon the class process and in negotiation with students.

| **SWRK 481 – SEMINAR I (SEMESTER 1)**  |
| --- |
| **WEEK** | **DATE** | **FOCUS** | **ASSIGNED READINGS** | **ASSIGNMENTS DUE** | **NOTES** |
| 1 |  | * Introduction to Field: purpose, field and seminar expectations (active listening), requirements, assignments, timesheets, Field Information Form, Learning Plan
* Questions!
 | * Garthwait, Chapters 1 & 2 – The Purpose of a Practicum and School, Agency, and Student Expectations
* BSW Field Manual
* Course Syllabus
 | * All pre-Field assignments must be submitted to Field Liaison before first day of field placement.
 |  |
| 2 |  | * Applying to University of Louisville MSW Program
* Getting started well
* Agency orientation
* Graduation competencies
* Learning Plan development
 | * Garthwait Chapters 3 & 4 – Planning to Learn and Getting Started
* CSWE EPAS Generalist Practice Competencies
 |  |  |
| 3 |  | * Applying to WKU MSW Program
* Core Competency 3 – Apply critical thinking to inform and communicate professional judgments.
 | * Garthwait Chapter 7 - Communication
 | * Seminar Facilitation re: Competency 3 (Critical Thinking)
* Journal 1 – Competency 3
 | * Facilitators to

be determined |
| 4 |  | * Social work supervision – taking ownership of learning
 | * Garthwait Chapter 5 – Learning From Supervision
 | * Bring copy of signed Learning Plans
 |  |
| 5 |  | * Core Competency 10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 | * Garthwait, Chapter 16 – Social Work as Planned Change
 | * Seminar Facilitation re: Competency 10 (Social Work Planned Change Model With Clients of Varying Sizes)
* Journal 2 - Competency 10
 | * Facilitators to

be determined |
| 6 |  | * Discussion of Planned Change Paper
 |  | * Time sheet due
 |  |
| 7 |  | **SPRING BREAK** |  |  |  |
| 8 |  | * Core Competency 9 – Respond to contexts that shape practice.
* Overview of Mezzo/Macro project assignment
 | * Garthwait Chapter 8 & 9 – The Agency Context of Practice and the Community Context of Practice
 | * Seminar Facilitation re: Competency 9 (Responding to Contexts of Practice)
* Journal 3 - Competency 9
 | * Facilitators

to be determined* Mid-term

comments on Learning Plan should be completed by Field Instructor |
| 9 |  | * Contexts of practice: community and social policies
 | * Garthwait Chapters 10 and 11 – The Social Problem Context of Practice and the Social Policy Context of Practice
 |  |  |
| 10 |  | * Core Competency 1 – Identify as a professional social worker and conduct oneself accordingly.
 | * Garthwait Chapter 13 – Professional Social Work
 | * Seminar Facilitation re: Competency 1 (Social Work Professionalism)
* Journal 4 - Competency 1
 | * Facilitators

to be determined |
| 11 |   | * KASWE Conference [[1]](#footnote-1)
* Professional development
 |  | * Time sheet for March
* Planned Change in Agency Paper
 |  |
| 12 |  | Evaluation of student field performance – formative and summative | Garthwait Chapter 17 – Evaluating Practice | * Mezzo/Macro Project Proposal Paper
* Mezzo/Macro Project Proposal Presentations

Semester 1 field evaluations due at field visit | * Order of

presentations to be determinedEnd-of-Semester Field Visits |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  | * Reflections and planning for next semester
* Evaluation of student field performance – formative and summative
 |  | * Time sheet for April
* Mezzo/Macro Project Proposal Presentations
* Semester 1 field evaluations due at field visit
 | * Field Visits
 |

\*\*\* Note that this schedule will be updated prior to the beginning of Semester 2 \*\*\*

| **SWRK 483 – SEMINAR II (SEMESTER 2)**  |
| --- |
| **WEEK** | **DATE** | **FOCUS** | **ASSIGNED READINGS** | **ASSIGNMENTS DUE** | **NOTES** |
| 1 |  | * Welcome back!
* Overview of semester 2
* Review of Learning Plans
 |  | * Bring Learning Plans
 | * Mezzo/Macro tasks

 should be added to Learning Plan |
| 2 |  | * Core Competency 7 – Apply knowledge of human behavior and the social environment.
 |  | * Seminar Facilitation re: Competency 7 (Apply Knowledge of Human Behavior and the Social Environment)
* Journal 6 - Competency 7
 | * Facilitators to be

determined |
| 3 |  | * Core Competency 4 – Engage diversity and difference in practice.
* TENTATIVE: Sharing insights with 1st semester Field students
 | * Garthwait, Chapter 12 – Diversity
 | * Timesheet for May
* Seminar Facilitation re: Competency 4 (Engaging Diversity and Difference)
* Journal 7 – Competency 4
 | * Facilitators to be

determined |
| 4 |  | * Core Competency 5 – Advance human rights and social and economic justice.
 | * Garthwait, Chapter 19 – Leadership and Social Justice
 | * Seminar Facilitation re: Competency 5 (Advancing Human Rights and Social/Economic Justice)
* Journal 8 – Competency 5
 | * Facilitators to be

determined |
| 5 |  | * Core Competency 8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 | * Review of Garthwait, Chapter 11 – The Social Policy Context of Practice
 | * Seminar Facilitation re: Competency 8 (Policy Practice)
* Journal 9 – Competency 8
 | * Facilitators to be

determined |
| 6 |  |  |  |  |  |
| 7 |  | * Core Competency 6 – Engage in research-informed practice and practice-informed research.
 | * Bring one social work journal article to seminar that is related to field practice. Be prepared to briefly discuss the article’s strengths and weaknesses.
 | * Timesheet for June
* Seminar Facilitation re: Competency 6 (Research)
* Journal 10 – Competency 6
 | * Facilitators to be

determined* Mid-term

comments on Learning Plan should be completed by Field Instructor |
| 8 |  | * Merging self and profession
 | * Garthwait, Chapter 18 – Merging Self and Profession
 |  | * Bring draft of

resume and cover letter to review and discuss |
| 9 |  | * Social work licensing information
 |  | * Assessment/Micro Project
 |  |
| 10 |  |  |  |  |  |
| 11 |  | * Final review of competency areas and practice behaviors
 |  | * Final evaluations due at Field visit
* TENTATIVE: Mezzo/Macro Project Poster content delivered to ACE Lab
 | * End-of-Semester

Field Visits |
| 12 |  | * Self assessment of competence (BEAP Assessment)
* TENTATIVE: Field Project Day: Poster presentations of Mezzo/ Macro Project
* End-of-Field Celebration!
 |  | * Time sheet for July and August
* TENTATIVE: Poster presentations of Mezzo/Macro projects
* Final evaluations due at Field visit
 | * End-of-Semester

Field Visits |

Appendix A

**Assignment Guidelines**

**INTEGRATIVE FIELD JOURNALS**

**Purpose of Assignments:** To support senior social work students in field in synthesizing knowledge, values, and skills learned in previous social work coursework with new knowledge, skills, and values learned in their field practicum.

Using a developmental learning approach, each journal asks students to articulate basic knowledge about one of ten competency areas and then address how the associated knowledge and skills are (or might be applied) in field. The 10 core competency areas are the same 10 competencies listed on the course syllabus and can be found in the [Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) 2008](http://www.cswe.org/File.aspx?id=13780).

Included in the journal assignment, students also provide and describe a minimum of three, specific, resources pertinent to the competency that can be drawn upon in both their field placement and in their beginning practice as professional social workers. In addition, students are expected to critically respond to two classmates’ Journal entries and integrate the feedback they receive from their classmates along with the insights gained from the Seminar discussion into their own Journal entries.

*Special Note*: These journal entries are documentation that students are nearing (or at) competence in each of the 10 generalist social work competency areas. For this reason, each journal should demonstrate students’ best thinking and effort.

**Assignment Instructions:**

1. Each journal entry should be at least 2 full, double-spaced pages (excluding the Title page, References, and Appendix).
2. Students should address each question individually and develop responses to each that draw upon their best critical thinking process:
	1. Well-founded in current social work knowledge and practices, *showing evidence of study and integration (i.e., citing the course text, texts from previous courses, the academic literature, and other practice resources* *not previously encountered).*
	2. Adequate in both depth and breadth to cover each question fully
	3. Relevant (“on point”)
	4. Sources drawn upon should be cited in correct APA fashion, with a references list at the end of each journal entry as needed
3. Writing should be clear, well-organized, and in appropriate voice (i.e., personalized, but professional – formal tone (i.e., without contractions and not written in second person). Spelling and grammar should be accurate.
4. Each journal entry should include an Appendix with a minimum of three specific, relevant, and meaningful professional resources related to the competency area. These resources (texts, journal articles, professional, credible websites, handouts, organizations, etc.) are resources that the student and others can draw upon to support their competence in field and later as they begin post-graduation social work practice. An explicit and clear indication of the relevance of each to practice should be provided.
5. Students should post a rough draft of their journal entry to the Blackboard Discussion Forum prior to the seminar session on the day the journal entry is due (i.e., by 3:00p.m).
6. During the seminar session, students should be prepared to discuss the journal questions in more depth, share questions they have and the responses they have developed, and take notes regarding the new insights/knowledge they have gained.
7. Following the seminar session, students will review the journal rough drafts of two of their classmates and provide substantive commentary in the Blackboard Discussion section in response to these drafts. (Classmate assignments are provided below.) This commentary should be at least 200 words, should promote their classmates’ critical thinking about the topic, and should be posted to the Blackboard Discussion section by the morning of the day following the seminar session (i.e., by 8:00 am on Tuesday).
8. Students are then expected to edit or add to their own rough drafts as needed. The final draft of their journal entry should incorporate the understanding and insights they have gained from the seminar presentation and group discussion as well the feedback they receive from their classmates. The final draft should be posted to Blackboard no later than 48 hours following the deadline for posting commentary (i.e., by 8:00 am on Thursday).

**Summary of Timeline:**

1. Monday by 3:00p.m: Post rough draft of Journal to Blackboard Discussion Forum
2. Tuesday by 8:00am: Comment on two assigned classmates’ Journals on Blackboard Discussion Forum
3. Thursday by 8:00 am: Revise and submit final draft of Journal to Blackboard

**Semester 1 – Journal Questions**

**Journal 1 – Competency Area 3 – Critical Thinking**

1. Review a variety of definitions for critical thinking (focus on those related to social work) and then develop your own, personalized, meaningful (and useful!) definition for critical thinking. Give credit (per APA) to sources you used to inform your own definition.
2. Look at the practice behaviors listed under CSWE’s EPAS 2.1.3 (Competency 3: Applying critical thinking). Using your own definition and these practice behaviors as a guide, make an exhaustive list of all the ways you use – *or should use* – critical thinking in your field placement.
3. Why is critical thinking essential to use in social work practice? Give examples.
4. In an Appendix, identify a minimum of three specific practice resources for enhancing critical thinking. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 2 – Competency Area 10 – Social Work Planned Change Process**

1. According to the Council on Social Work Education (2008), what is generalist social work practice?
2. Likewise, how does CSWE conceptualize the four basic processes of planned change?
3. What are the key social work practice behaviors for each of these processes/steps?
4. Using a simple client example, describe how you might work with a client system through the four steps/stages of the planned change process.
5. In an Appendix, identify a minimum of three specific practice resources for utilizing the social work planned change process. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
6. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 3 – Competency Area 9 – Contexts that Shape Practice**

1. Briefly, how did your field agency come into being and how has it evolved?
2. Political and economic developments are reshaping traditional social work practice. Governmental funding cuts, privatization, and cost containment in human services have altered service organizations and availability. Programs have closed or downsized and critical services have been reduced.
	1. What have you and your agency observed related to these areas?
	2. How is your agency responding?
3. In an Appendix, identify a minimum of three specific practice resources that can help you practice contextually sensitive social work. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
4. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 4 – Competency Area 1 – Professionalism**

1. List all the elements you can think of that make up social work professionalism.
2. Using your list, what areas are currently strengths for you? Give evidence.
3. Using the same list, in what areas do you see need for development? What can you do now to strengthen these areas before graduation?
4. What policies, procedures, and behavioral norms seem to reinforce and encourage social work professionalism in your field agency?
5. What, if any, policies, procedures, and behavioral norms tend to undermine or discourage social work professionalism in your agency?
6. In an Appendix, identify a minimum of three specific practice resources for promoting social work professionalism. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
7. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 5 – Competency Area 2 – Application of Ethical Principles**

1. What is the definition of an “ethical dilemma” in social work?
2. There are several good models for dealing with ethical dilemmas in social work practice. What processes (or formal model) do you want to use in your beginning practice?
3. Within your fieldwork setting, which of these values are you finding most difficult to apply to your own daily decisions, behavior, and attitudes? Explain the aspects of your work that make these values challenging.
4. In an Appendix, identify a minimum of three specific practice resources for understanding and applying social work values and ethics/ethical decision making. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Semester 2 – Journal Questions**

**Journal 6 – Competency Area 7 – Application of Human Behavior and the Social Environment (HBSE) Knowledge**

1. Review a basic HBSE text that includes relevant theories and perspectives about human development and behavior.
	1. Which specific theories related to individual, family, and/or community development guide practice at your field agency?
	2. Are there other theories or perspectives that might also be relevant to understanding the clients you work with and how positive change can occur?
2. How are you currently incorporating an awareness of lifespan development into your assessment of and work with clients?
3. What macro-level theories could be applicable to work within your agency/community?
4. In an Appendix, identify a minimum of three specific practice resources for understanding and applying human behavior and the social environment theories and perspectives. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 7 – Competency Area 4 –Engaging Diversity and Difference in Practice**

1. Search online for the document *Indicators for the Achievement of the NASW Standards for Cultural Competency in Social Work Practice* (2007). Download this document, read it carefully, then describe its contents in a clear paragraph.
2. List some specific ways you can use this as a resource for you in practice
3. “Multiculturalism” can encompass all sorts of diversity: ethnic, racial, class, culture, age, gender, sexual orientation, country of origin, physical and mental ability, political ideology, etc. Which specific aspects of human difference are, or could be, difficult for you right now? What concrete steps can you take to become more comfortable and effective when working with persons with these characteristics?
4. Think of an example when you worked with a person who was different than you in some significant way. What were things that you did to help bridge the differences between you and/or to effectively connect with the person?
5. In an Appendix, identify a minimum of three specific practice resources for engaging diversity and difference (the process of becoming more cultural competent). Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
6. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 8 – Competency Area 5 – Advancing Human Rights and Social and Economic Justice**

1. What is a social justice issue that is of specific concern to you? Why is it important?
2. What are ways you can find out more about the specific social and economic justice issues impacting clients in your field agency? List all the ways you could get relevant information.
3. List advocacy groups (local, state, national) that work for advancing human rights and social and economic justice for the people or issue you are interested in.
4. Not all social justice work is at the macro level. What are some social work micro or mezzo methods that help support client empowerment and justice?
5. In an Appendix, identify a minimum of three specific practice resources for advocating for human rights and social and economic justice through practice. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
6. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 9 – Competency Area 8 – Policy Practice**

1. What is “policy practice”?
2. What is the primary social problem your agency addresses? What specific services are currently being provided in your agency to address this problem?
3. Describe a specific policy that impacts service provision and/or service eligibility. Now, do a very brief policy analysis of the policy, addressing:
	1. Name and type of policy
	2. Authority and auspices – who created it? Who has the authority to enforce it?
	3. History and reasons for development
	4. Stated purpose and goals
	5. Assumptions, values, and beliefs upon which it is based
	6. Main provisions
	7. Impact on your agency’s operation
	8. Advantages/positive effects
	9. Disadvantages/negative effects
	10. Gaps and any need for revisions.
4. In an Appendix, identify a minimum of three specific practice resources for policy practice. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 10 – Competency Area 6 – Research**

1. What sorts of information/empirical findings/knowledge is important for you to have when working in your field setting? Make a comprehensive list.
2. How does your field agency determine its effectiveness? Why is it important to know if services being delivered are effective?
3. What are the agency outcomes and how are they measured?
4. What are the evidence-based practices (if any) for working with your target population/social problem? Are they being implemented within your agency? If not, what are the barriers to implementation?
5. In an Appendix, identify a minimum of three specific practice resources for the application of research to practice. Discuss how each can support social work practice relevant to this competency. (One paragraph each. They do not have to be on separate pages.) (Note that these resources may be cited in your journal entry. If a resource is cited, it should be included in your References.)
6. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

Appendix B

**Assignment Guidelines**

**PLANNED CHANGE IN FIELD AGENCY – ANALYSIS PAPER 1 2**

This assignment allows students to critically study the direct work of their field agency through the lens of the basic social work planned change process (*Engagement, Assessment, Intervention, and Evaluation*). In so doing, they will see how their agency has adapted the planned change process to the specific population(s) it serves, the theoretical underpinnings of the approaches used, the strengths (and potential shortcomings) of current processes and methods, and the impacts of organization, policy, legal and community contexts.

This assignment also gives students practice in developing a professional written document.

**Paper Instructions**

1. Consult with your field instructor. Let your field instructor know that you will not be using any actual client information in this assignment, but will be summarizing what you have found in case materials or agency literature to answer the questions below. Give your field instructor a copy of the assignment questions for reference.
2. After you have consulted with your field instructor, begin to answer the questions below using a basic question and answer format.
3. Draft your final paper. It should be somewhere between 5-10 pages in length. Although you are allowed to use a question and answer format for your responses, adhere to APA standards of professional writing for social workers (e.g., formatted citations and references, writing style, grammar, and reduction of bias in language used).
4. Share a draft of the paper with your field instructor and discuss. S/he may see some areas of the planned change process differently than you do and provide additional information and explanation. Your field instructor’s input should prompt you to make changes to your paper.
5. Incorporate changes recommended by your field instructor and turn in the final draft of the planned change paper to your Field Seminar Instructor on the due date.

**Questions for Analysis**

***Engagement Phase***

Engagement and Relationship Building

* What are the major reasons that clients seek services from your agency?
* Are most clients voluntary or involuntary?
* How does this impact the engagement process?
* How do the experiences of clients or those pressuring clients to seek services impact the engagement process?
* What specific techniques are used to facilitate building an effective helping relationship?
* What approaches are used to make the client feel more at ease and less fearful about entering a professional relationship?
* What approaches are used to address the client’s possible questions and concerns about utilizing the services offered by the agency?

Clarification of Client’s Concern, Problem, or Request

* What approaches are used to help the client specify, elaborate, and clarify the concerns that brought them to the agency?
* Are clients actively involved in the process of identifying and defining their problems, concerns, and strengths?
* *Critical Reflection*: What are the strengths (and shortcomings – potential or real) of your agency’s current practices in engagement and initial clarification of the client’s concern/problem/request?

***Assessment Phase***

Data Gathering

* What information is routinely gathered about clients and their problems, concerns, and strengths? Be specific.
* What tools or instruments are used to aid the gathering of this data (e. g., interview schedules, checklists, needs assessment instruments, questionnaires, and observation)?
* What issues of diversity and power need to be addressed in the data gathering process?

Assessment

* How are available data and information organized, combined, and analyzed in order to arrive at a clear picture of the client’s situation and a possible plan of action?
* What theories/models are used to help explain the current situation and guide thinking about assessment?
* Are clients actively involved in deciding what needs to change and how it might be changed?
* If clients and workers disagree on what needs to change, how is this difference resolved?

Formulation of an Intervention Plan (Service Contract)

* When several issues are identified, how are they prioritized?
* How are client goals and preferences incorporated into the plan?
* How is potential resistance addressed?
* What issues of diversity and power need to be addressed in the plan?
* Is a formal contract developed?
* Are ethical and legal issues related to the plan addressed?
* Is the plan based on sound theoretical models and perspectives?
* Is the plan based on empirically supported evidence?
* Are the plan’s outcomes reasonable and measurable?
* *Critical Reflection*: What are the strengths (and shortcomings – potential or real) of your agency’s current practices in data gathering, assessment and service planning?

***Intervention Phase***

* What system (e. g., client, family, community) is typically targeted for change by your agency’s programs and professional staff? Why?
* What other agencies or organizations often become involved in the client’s intervention plan?
* What conceptual frameworks (perspectives, theories, and models) guide the change process?
* What specific methods, techniques, or procedures are used to facilitate change?
* What specific methods are used to measure the effectiveness of the change process?
* *Critical Reflection*: What are the strengths (and shortcomings – potential or real) of your agency’s current practices in intervention?

***Evaluation Phase***

* In what ways does the agency determine if its interventions, programs, and services are effective?
* To what extent are clients involved in determining if interventions, programs, and services are effective?
* What additional forms of evaluation do you suggest?
* Under what conditions are interventions terminated by social workers or clients?
* What specific procedures and techniques are used to bring the professional relationship to a close and terminate the helping process?
* *Critical Reflection*: What are the strengths (and shortcomings – potential or real) of your agency’s current practices in evaluation and termination?

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 Assignment adapted from C. Garthwait. (2008). *The Social Work Skills Workbook (4th Ed)*. Boston, MA: Allyn & Bacon, pp. 209-210.

2 A version of these guidelines is available for students in macro-Field placements.

Appendix C

**Assignment Guidelines**

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – PROPOSAL PAPER**

1. In consultation with your field instructor and other appropriate people in your field agency, identify a need/issue/problem in the agency that affects clients and set an improvement goal. What do you want to accomplish? Be as specific as possible. (If there are measures that can be used to quantify the problem, you may want to use those same measures when setting your improvement project goal.)
2. Now, analyze the current situation: what prevents the agency right now from doing better? Break problem down into component parts and identify barriers and root causes.
3. Brainstorm: what changes could be made to improve? Are there barriers or root causes that, if addressed, would eliminate or greatly decrease problem/enhance positive outcomes?
4. After brainstorming, decide with your field instructor: what would be the best focus for this project, considering time and resources?
5. Develop a specific action plan: outline ways to eliminate barriers or correct a root cause (or root causes) of the problem, specific actions to be taken, by whom, when, where.
6. Write 4-5 page project proposal – describing in as much detail as you can:
	1. Brief description of agency (or program) for context
	2. The condition to be addressed (i.e., the issue or problem)
	3. Its significance to clients
	4. The current situation
	5. Future desired outcome(s), i.e. specific measureable goal(s) of project – try to develop “SMART” (specific, measureable, action-oriented, realistic, and time-bound) goals so that goal achievement can be measured
	6. Action plan (specific)

Support your work with outside research and include at least three references. These can be a combination of academic and nonacademic sources (e.g., agency documentation, census data, journal article, course text, short video, website)

Appendix D

**Assignment Guidelines**

**SOCIAL WELFARE POLICY-MEZZO-MACRO PROJECT – PROPOSAL PRESENTATION**

1. Deliver an 8-10 minute PowerPoint presentation that describes the nature of the problem to be addressed as well as your proposed project idea(s) to address this problem next semester:
	1. Brief description of agency (or program) for context: What is the agency’s mission statement? What is the nature of the problem(s) that your agency addresses? What services does your agency provide? Who are the clients?
	2. Problem identification (i.e., the need/issue that affects clients): How do you know this is a problem? Provide a concrete example of how this problem affects clients.
	3. Intended outcomes of project: How will clients meaningfully benefit from this project? In what ways will the nature of the problem be addressed? What would it mean for clients if the problem is resolved? (i.e., how would their lives be different?)
	4. Plan for addressing the problem (considering time and resources): In general, what do you want to accomplish? What is the goal of the project? What are specific actions to be taken, by whom, when, and where?
	5. Significance of the project: Why is this project important to develop and implement? How will this project be sustained once you leave the agency?

Include 2-3 references. These can be a combination of academic and nonacademic sources (e.g., agency documentation, census data, journal article, course text, short video, website)

1. You will need to carefully edit your presentation in order to cover your material efficiently and professionally. Take the time limit as a challenge to make your presentation clear, concise, and compelling.

Appendix E

**Assignment Guidelines**

**Client Systems Assessment Paper**

Please choose one client from your internship for completion of this psychosocial assessment.1 You should prepare a typed, 3-5 page highly factual and detailed social assessment report on the client.

Be sure you have read Clay Graybeal’s [Strengths- Based Social Work Assessment: Transforming the Dominant Paradigm](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.griffith.edu.au%2F__data%2Fassets%2Fpdf_file%2F0010%2F447724%2FJulie-Clark-strengths-based-social-work-assessment.pdf&ei=4yH0UriYNYS0yAGjs4C4Dg&usg=AFQjCNG1pFsCWzWTlEZVzeN5ZbbNdDb6eA&bvm=bv.60983673,d.aWc) article prior to completing your work.

Note: All personal information, including names, addresses or other identifying information should be fictitious.

 If you are placed at an agency that does not work directly with clients an alternate assessment assignment will be developed.

**SECTION 1 - PSYCHOSOCIAL ASSESSMENT**

Using the form below, complete a psychosocial assessment of your client. USE EACH TOPIC IN THE PSYCHSOCIAL ASSESSMENT FORM BELOW AS A PARAGRAPH HEADING IN YOUR PAPER. Summarize the pertinent information as it relates to your client in an integrated summary (one to two paragraphs for each topic). Include the following:

1. *Identifying information*: fictitious client's name, date of birth, age, address, telephone number, marital status, occupation, etc.

3. *Client's presenting issue or concern* and the worker's reason for involvement with client

4. *Source of data*: how and when data were collected

5. *Current family and/or household membership*: with whom does the client live, social-legal relationship among these people, describe marriage and children, if applicable

6. *Family of origin*: description and/or listing of client's parents, siblings, and important members of extended family

7. *Interpersonal and role functioning*: describe client's relationships with friends, peers, people at work and school; describe client's primary social roles and relationship among these roles

8. *Education history and intellectual functioning*: describe client's education and training, capacity for abstract thinking, memory, and problem solving; oral and written communication; schools attended, GPA, school performance, etc.

9. *Physical functioning*: describe current health and medical problems; significant disabilities; use of medication or physical supports

10. *Strengths and usual ways of coping*: describe client's particular strengths and predominant and habitual ways of coping with life and its stressors; defense mechanisms commonly used to handle troublesome thoughts and emotions

11. *Cultural background, religious beliefs, and spirituality*: describe identity with a particular cultural or ethnic group, and the values, beliefs, faith, etc. that provide a sense of meaning and purpose in life and put life experiences in perspective

12. *Employment*: describe types of jobs held, special work related skills and training, schools attended, military service, etc.

13. *Economic situation, housing, transportation*: include income from job and benefits, expenses, debts, financial stressors

14. *Use of community resources*: describe client's current or recent utilization of various social service, health care, financial assistance, legal, educational, and recreational programs

15. *Impressions and assessment*: in one or two paragraphs, summarize your conclusions and inferences from the above facts

\* If, for some reason you are unable to obtain any of the above information, provide an explanation.

**SECTION 2 - TREATMENT PLAN**

In this section of your assessment identify challenges and problems to be addressed and present goals and interventions. Formulate two goals with their associated objectives and tasks for client and worker (the goals can be short-term, long-term or both)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Presenting problem | Relevant Client Strengths/Resources  | Goals | Objectives \* | Associated Tasks \* | Who is responsible? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\* Include dates for accomplishing

**SECTION 3** - **EVALUATION**

When you have completed your interview, take time to reflect on the experience and provide an evaluation of the quality of your interview and ask yourself:

1. What three skills worked best for you? How did you know this?
2. What three skills need continued development? How did you know this?
3. How effective was your note taking?
4. What three specific actions can you take to improve your performance

In addition, using your assessment as an example, what were the strengths of conducting a client-centered/strengths-based assessment versus a traditional problem-based assessment?

1. How did the client benefit from this form of assessment?
2. What did you gain from this form of assessment when formulating your treatment plan?

**CRITERIA FOR GRADING**

1. Comprehensiveness of Data Collection (Section #1)
2. Relevance, comprehensiveness and clarity of Goals/Objectives (Section #2)
3. Quality of Evaluation (Section #3)
4. Writing (inclusion of professional, objective, client-center, strengths-based language reflecting a strengths based perspective.

Journal Rubric

**Journal Feedback for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Journal # : \_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Quality Criterion*** | ***Area Needing Improvement to Be Competent***  | ***Competent***  | ***Distinguished*** |
| **Content/Critical Thinking – 4** |  |  |  |
|  | Difficult to understand. Statements have no supporting facts, examples. Little evidence of critical thinking. | Understandable. Adequate explanations backed up with relevant facts and examples. Some critical thinking in evidence. | Topic thoroughly developed, with use of supporting facts, examples, quotes, etc. Evidence of critical thinking throughout journal. |
| Breadth of content (all relevant points covered) |  |  |  |
| Depth of content (points explained in adequate depth) |  |  |  |
| Evidence of study, integration, and real understanding of social work concepts and application |  |  |  |
| **Completeness – 2** |  |  |  |
|  |  |  |  |
| Resources - 3 specific, credible, relevant resources student can draw upon in field | 1 strong resource | 2 strong resources | 3 or more strong resources |
| Evidence of actively using class resources (lecture, group discussion, peer feedback) to improve understanding – draft is attached to final journal | little evidence of use of class resources to strengthen journal | Some class resources are used to strengthen journal | Class resources are used to significantly strengthen journal |
| **Writing – 2** |  |  |  |
|  | More than 6 errors | 5-6 errors overall | 0 – 3 errors overall |
| Overall journal clear, well organized, easy to follow |  |  |  |
| Spelling is accurate |  |  |  |
| Professional level grammar, punctuation, sentence structure  |  |  |  |
| Appropriate voice – personalized, but formal tone. No contractions. |  |  |  |
| APA style (6th. Ed.) applied correctly |  |  |  |

1. [↑](#footnote-ref-1)