## DEPARTMENT OF SOCIAL WORK

## WESTERN KENTUCKY UNIVERSITY

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| WKU News  **SWRK 560: Generalist Field Practicum I**  (Taken with SWRK 520 Generalist Social Work Practice Class)  **(Fall 2016)** (3 credit hours) |
| **Professor/Faculty Field Liaison/Field Seminar Instructor:**  **Email:**  **Tel:**  **Office:**  **Office Hours:** |
| **Times/Dates: TBD, Fall 2016 – August 22 – December 9, 2016**  **Location: Field Practicum Agency** |

**Prerequisites**: Admission to the MSW program. **Co-requisite**: SWRK 520

**Course Description**

SWRK 560 Generalist Field Practicum 3 hours

A beginning application of advanced social work principles and practice skills in a human services environment. Field experiences in an appropriate off-campus setting is required. Students are responsible for arranging their own transportation to designated or assigned sites.

**Course Information**

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

A critical aspect of this first semester of generalist MSW field education is the beginning acquisition of social work practice roles. The course allows students to experience and reflect upon social work roles and skills covered in Generalist Social Work Practice (SWRK 520), which constitute the foundation of the generalist perspective.

**Required Text/Reading**

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Alexandria, VA: Author. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

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

Paul, R. & Elder, L. (2014). *The miniature guide to critical thinking concepts and tools* (7th ed.). Dillon Beach, CA: The Foundation for Critical Thinking.

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

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

**Recommended Text/Reading:**

Graybeal, C. (2001). Strengths-based social work: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services, 82*(3), 233-242. Retrieved from https://www.researchgate.net/publication/269957402\_Strengths-Based\_Social\_Work\_Assessment\_Transforming\_the\_Dominant\_Paradigm

Berg-Weger, M., & Birkenmaier, J. (2011). *The practicum companion for social work: Integrating class and field work* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Ginsberg, L. H. (2011). *Social work in rural communities* (5th ed.). Alexandria: VA: Council on Social Work Education.

**MSW Mission Statement:**

The mission of the MSW program at Western Kentucky University is to prepare students for advanced professional Social Work practice to meet the needs of increasingly diverse rural populations in the community, Kentucky and a global society.

**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-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

**CSWE EPAS Core Competencies for MSW Education**

The Educational Policy and Accreditation Standards (EPAS) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs and are included in Appendix D of this syllabus.

Upon successful completion of SWRK 560/561 and SWRK 660/661 (along with evidence drawn from all social work coursework), students are expected to demonstrate achievement of the nine competency areas from the Council on Social Work Education (CSWE). Student achievement is measured by evaluating performance of the associated behaviors for each competency that integrate relevant knowledge, values, skills, and affective and cognitive processes. The following details the connection between these course requirements and the core competencies and associated behaviors.

| **2015 Competencies Addressed in Course** | **Course Assignments**  **Addressing Behaviors** | **Course Learning Outcomes** | **Competency Dimension** |
| --- | --- | --- | --- |
| Competency 1:  Demonstrate Ethical and Professional Behavior | Online Pre-Field Assignments  Learning Plan Tasks  Reflective Field Journal  Field Practicum  Field Evaluation | 1  2, 3  1, 4  2, 3  3 | Knowledge  Values, Skills  Knowledge, Cognitive & Affective Processes  Values, Skills  Skills |
| Competency 2:  Engage Diversity and Difference in Practice | Learning Plan Tasks  Reflective Field Journal  Field Practicum  Field Evaluation | 1, 2  1, 3, 4  2, 3  3 | Knowledge, Values  Knowledge, Skills, Cognitive & Affective Processes  Values, Skills  Skills |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | Learning Plan Tasks  Field Practicum  Field Evaluation | 2, 3  2, 3  2, 3 | Values, Skills  Values, Skills  Values, Skills |
| Competency 4: Engage in Practice-informed Research and Research-informed Practice | Learning Plan Tasks  Reflective Field Journal  Field Practicum  Field Evaluation | 1  1  2  2 | Knowledge  Knowledge  Values  Values |
| Competency 5: Engage in Policy Practice | Learning Plan Tasks  Field Practicum  Field Evaluation | 2  2  2 | Values  Values  Values |
| Competency 6:  Engage with Individuals, Families, Groups, Organizations, and Communities | Learning Plan Tasks  Reflective Field Journal  Field Practicum  Field Evaluation | 1, 2, 3  1, 4  2, 3  3 | Knowledge, Values, Skills  Knowledge, Cognitive & Affective Processes  Values, Skills  Skills |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | Learning Plan Tasks  Field Practicum  Field Evaluation | 2, 3  2, 3  3 | Values, Skills  Values, Skills  Skills |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | Learning Plan Tasks  Field Practicum  Field Evaluation | 2, 3  2, 3  3 | Values, Skills  Values, Skills  Skills |
| Competency 9:  Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Learning Plan Tasks  Midterm Student Self-Assessment  Field Practicum  Field Evaluation | 2, 3  4  2, 3  3 | Values, Skills  Cognitive & Affective Processes  Values, Skills  Skills |

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

**Knowledge**

1. Demonstrate knowledge and understanding of competencies 1, 2, 4, and 6 connecting field experiences to the competencies.

**Values**

1. Demonstrate professional and ethical behaviors in the field practicum.

**Skills**

1. Demonstrate ability to effectively engage professionally with all populations/client groups served, despite personal bias or values.

**Cognitive & Affective Processes**

1. Evaluate self-as-professional using the feedback obtained from clients, supervisors, peers, field faculty and their own critical thinking skills.

**Course Requirements**

**Enrollment in Generalist Social Work Practice (SWRK 520) is co-requisite with this course.** Specific assignments in SWRK 520 draw upon students’ field placement experiences. If a student elects—or is asked—to withdraw from either Generalist Social Work Practice (SWRK 520) or Generalist Field Practicum I (SWRK 560), he/she must withdraw from both.

**Field Hours for SWRK 560:** Students are required to complete pre-field training consisting of reading and submitting six assignments to their Faculty Field Liaison prior to beginning their field placement. The Faculty Liaison will review the assignments and approve students to start placement or request revisions before students can start their placement. Please email your liaison if you have any questions.

Student must complete 200 hours in their field placement during the semester.

**Attendance and active engagement are required in field.**

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

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

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

1. **Meeting with field instructor-** 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.
2. **The use of critical thinking is expected in field.** Understanding of course readings, reflections on field and class activities, discussions, and written assignments will all require you to “think like a professional social worker,” i.e. think critically. Grading of all assignments will include assessment of your use of critical thinking. One important point: critical thinking, when we are first practicing it, sometimes feels slow and difficult, since we are deliberately using a process that introduces new elements into our “regular” ways of thinking.
3. **Students are expected to adhere to all policies contained in the MSW Field Manual.**
4. **Formal Field Evaluation:** The field student is formally evaluated on his/her 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 competencies and behaviors, including, as needed, planning to address any difficulties.

**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 visit should occur within the last three weeks of the semester’s end for evaluations. A phone conference with the student, field instructor, and field liaison at midterm will count as the third contact.

Field Liaisons may use the University supported video conferencing software for students participating in the online cohort or for students placed in agencies more than 75 miles from the student’s assigned campus to conduct field visits with students and Field Instructors rather than driving to the agency.

**Description of Course Assignments**

**Orientation Video –** Students are to create a 5 minute video to be uploaded to the Blackboard site for this course. The video should include the following information:

Introduction of the student

Introduction of the Agency

Name, location, services provided by the agency

Details on the student’s role during his/her placement

Will you be working with a specific program?

What do you hope to learn during your placement?

Any other agency information you want to share

Be creative with this- show a picture of your agency (if allowed-check with your agency) in the video. Talk about the agency’s history, role in the community, etc.

**Reflective Field Journals-** Students must complete, on time, four journals related to Competencies 1, 2, 4, and 6 of their learning plan.These journals tie in assignments from other social work courses for students to link course assignments to their field setting and required competencies.

**See appendix B for details on the journals.**

Journals serve the purpose of:

* Relating corresponding coursework from other courses to the field practicum setting
* Supplementing the learning plan
* Increasing efficacy and focus for supervision
* Providing self-reflection and insight regarding role as learner and social worker
* Assessing your own progress

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.

Field liaisons may require additional journaling assignments or online discussions. Field instructors may also make such assignments they deem appropriate.

**NOTE:** Students are expected to submit journals by the due date; however, makeup journals and rewrites will be accepted within 14 days, and/or at the discretion of the liaison. **If journals are not submitted within the 14 days of the due date, students must stop accruing field hours immediately.** It is the student’s responsibility to work with his/her liaison on late journals or needed rewrites.

**Student Self-assessment-** Students are to complete a self-assessment at midterm, review it with their field instructor for discussing during supervision. Students are to document feedback received from their field instructor and submit the assessment and feedback to their field liaison. See the weekly schedule (Appendix A) for the due date.

**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 practitioner) and the completion of learning plan tasks.

Each competency has behaviors to consider in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior (only allowed during the first semester), and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. “NA” is allowed in semester one only, and means the student has not had a chance to demonstrate the behavior/competency yet. 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 with a “2” grade or higher in each competency on their learning plan in SWRK 560 in order to advance to semester two. Students must pass with a “3” grade or higher in each competency on their learning plan in SWRK 561 in order to progress to SWRK 660/661.

Journals/assignments will be graded using the rubric attached. Students must also pass all journal assignments with at least a score of 12/20 in order to pass SWRK 560 and proceed to 561.

**Academic Support**

Most students find that they need some academic support and direction during their time in the university. WKU offers many resources that can help students 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 (SARC) located in the Student Success Center in Downing Student Union, Room 1074.  The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu.  Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC. 

**Writing Center Assistance**

The Writing Center is located in 123 Cherry Hall 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. Our 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/](http://www.wku.edu/writingcenter/) for making online or face-to-face appointments. You may also call (270) 745-5719 during operating hours (also 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 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

**Off Campus Library Support**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: <http://www.wku.edu/library/dlps/ext_camp.htm> 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 “0” for the assignment and/or course failure. Students should review the “Academic Offenses” section of the WKU Student Handbook at: <http://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>

**Other**

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

**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.

Council on Social Work Education. (2015). Educational policy and accreditation standards. Alexandria, VA: Author. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

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.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Journal of Social Work*. *51*, 20-30.

Maschi, T. (2006). Unraveling the link between trauma and male delinquency: The cumulative versus differential risk perspectives. *Journal of Social Work*. *51*, 59-70.

Megivern, D. (2007). Quality of care: Expanding the social work dialogue. *Journal of Social Work*. *52*, 115-124.

Moses, T. (2006). Social workers' attitudes about psychotropic drug treatment with youth. *Journal of Social Work*. *51*, 211-222.

Murdach, A. (2007). Situational approach to direct practice: Origin, decline. *Journal of social Work*. *52*, 211-218.

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.

Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Journal*

*of Social Work, 48*, 121-123.

Ruffolo, M (2006). Developing a parent-professional team leadership model in group work: Work with families with children experiencing behavioral and emotional problems. *Journal of Social Work*. *51*, 31-38.

Western Kentucky University (2016). *Process for academic dishonesty.* Bowling Green, KY: Author. Retrieved from <http://wku.edu/handbook/academic-dishonesty.php>

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.

Additional texts and readings may be assigned by field instructors.

**APPENDIX A**

**SWRK 560 Weekly Schedule**

| **Week** | **Competency Focus** | **Field Assignments** |
| --- | --- | --- |
| **1** |  | * Field Interview * Pre-field Assignments- WKU Field website * Review Syllabi-Field expectations, requirements, assignments, timesheets |
| **2** |  | * All online pre-field orientation assignments must be submitted to liaison before first day of field placement. |
| **3** |  | * All online pre-field assignments must be submitted to liaison before first day of field placement. |
| **4** |  | * Complete the Initial Field Information Form * Review and Develop Learning Plan with FI * Practicum hours |
| **5** |  | * Schedule Initial Visit with Field Liaison * Orientation Video Due * Practicum hours |
| **6** | Core Competency 1: Demonstrate ethical and professional behavior | * Journal 1 Due * Practicum hours |
| **7** |  | * Learning Plan due to Field Liaison * Practicum hours |
| **8** | Core Competency 2: Engage Diversity and Difference in Practice | * Journal 2 Due * Practicum hours |
| **9** | **Midterm** | * Student self-assessment due to Field Liaison * Learning Plan midterm comments due to Field Liaison * Practicum hours |
| **10** |  | * Practicum hours |
| **11** | Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | * Journal 3 Due * Practicum hours |
| **12** |  | * Schedule Final Visit * Practicum hours |
| **13** | Core Competency 4: Engage in Practice-informed Research and Research-informed Practice | * Journal 4 Due * Schedule Final Visit * Practicum hours |
| **14** |  | * Practicum hours |
| **15** | **Evaluation of student field performance** | * Final Evaluation of Field Placement- **Student keeps original; Liaison keeps a copy** * Practicum hours (cannot finish hours before this week) |
| **Finals Week** |  | * Can be used to finish practicum hours, if needed, but hours MUST be completed by Friday of this week |

**Appendix B**

**SUPERVISION/FIELD JOURNAL FORMAT**

SWRK 560 requires reflective journals of the Competencies 1, 2, 4, and 6. Students are expected to review Appendix D with the detailed explanation of the competencies and associated behaviors.

Write a 750-1200 word reflective journal relating your field practicum experience and the assigned competency (see the list below for the competency to be covered in each journal) to an assignment in another course. The table below provides a suggested assignment to relate to the competency, however, this is just a suggestion. Students may select a different assignment they have completed in another WKU MSW course to relate to the competency.

**Be sure to include all of the following in each journal**:

* Provide a brief summary of the assignment you completed.
* How does the assignment relate to your practicum?
* Relate the assignment to the competency for this journal.
  + Discuss your understanding of this competency and the related behaviors. See Appendix D.
  + How have you engaged in the behaviors for this competency at your agency?
* Discussion of what you are doing in your practicum.
  + Briefly describe what you have been doing in field.  What are you learning?
  + Describe your strengths in your experiences at your agency.
  + How have your experiences challenged you/helped you grow as a professional Masters level social worker in training?
  + Discuss the feedback you’ve received during supervision and how you are using that feedback.
  + What are your thoughts/feelings related to your progress as a professional Masters level social worker in training?

|  |  |  |
| --- | --- | --- |
| **Journal** | **Competency** | **Suggested assignment(s)** |
| **1** | **Competency 1: Demonstrate Ethical and Professional Behavior** | * SWRK 520- Practice Exercise #1 |
| **2** | **Competency 2: Engage Diversity and Difference in Practice** | * SWRK 501- Self Study Paper |
| **3** | **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | * SWRK 520- Video #1 Direct Practice Skills Demonstration |
| **4** | **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | * SWRK 540- Targeted Literature Review |

**Appendix C**

**WKU SW 560/561 Advanced Field Practicum Journal Grading Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level of Performance** | | | | | |  |
| **Content** | **Failing**  **(0-1)** | **Failing**  **(2)** | **Passing with**  **Minimal Expectations**  **(3)** | **Passing**  **with Proficiency**  **(4)** | **Passing**  **with Distinction**  **(5)** | **Score** |
| ***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 competency and expected 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 |  |
| ***Demonstrates effective written communication*** | •No written response OR written response is not clear in all or most areas;  •very noticeable errors in mechanics of writing, usage of language, and sentence structure on each page;  •difficult to understand;  •fails to clearly cite sources and references in APA style when appropriate  •**revision needed & refer to WKU Writing Center** | •Written response is not clear 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 and accurately citing sources and references in APA style when appropriate  •**revision needed & refer to WKU Writing Center** | •Written response 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 and accurately citing sources and references in APA style when appropriate  •**no** **revision needed but might benefit from referral to WKU Writing Center** | •Written response 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 and accurately citing sources and references in APA style when appropriate  •**no revision needed; no referral to WKU Writing Center** | •Written response is very clear,  •no noticeable errors in mechanics of writing, usage of language, and sentence structure on each page;  •easy to understand; •consistently inserts and 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*** | •Fails to provide clear comments and examples in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. | •Provides very vague, general comments and examples with major inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. | •Provides some clear comments and examples but with some inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. | •Provides clear comments and examples with minimal or no inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. | •Provides very clear comments and examples with no inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc. |  |
|  |  |  |  |  |  | **Total**  **\_\_\_\_** |

**Field Liaison Comments:**

**Appendix D**

**Council on Social Work Education (CSWE)**

**2015 Educational Policy and Accreditation Standards (EPAS)**

**Core Competencies**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students’ ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

* Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
* Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
* Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
* Use technology ethically and appropriately to facilitate practice outcomes; and
* Use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identify. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

* Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
* Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
* Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

* Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
* Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

* Use practice experience and theory to inform scientific inquiry and research;
* Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
* Use and translate research evidence to inform and improve practice, policy and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

* Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
* Assess how social welfare and economic policies impact the delivery of and access to social services; and
* Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
* Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

* Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
* Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
* Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

* Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
* Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
* Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
* Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

* Select and use appropriate methods for evaluation of outcomes;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
* Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
* Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.