Western Kentucky University

Advanced Field Practicum II – SWRK 661
(Taken with SWRK 622 Practice Class)

Semester:
Faculty Name:
Office/Phone #: Email:
Fax #: 270.745.6841
Office: Office Hours:
Field Instructor Name:

COURSE DESCRIPTION:

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

Course experiences complete the socialization of students into graduate professional social work. Students integrate skills appropriate for more advanced areas of social work practice to include economic development, organizational practice, and advanced clinical practice. As such, the course is the culmination of the socialization to the profession that was begun in the pre-field experiences and continued throughout the foundation and first-semester concentration field courses Foundation Field Practicum I (SWRK 560), Foundation Field Practicum II (SWRK 561), and Concentration Field Practicum I (SWRK 660).
By now, students have an integrated foundational graduate education in social work, and they are developing their specialized skills and abilities for advanced direct practice rural settings. Such practice not only requires that they are able to apply critical thinking skills, but also that they are able to use theoretical frameworks as a means of addressing complex problems in often complex environments.

Students are engaged in the process of becoming advanced practitioners. The multisystems perspective continues to be integrated, and students are now expected to be practicing in a manner consistent with the view that social issues have both personal and systemic aspects. Rurality as a distinct culture is now integrated as an integral part of this systems perspective. The empowerment perspective continues to guide practice. Students are becoming fully accountable practitioners who both understand the importance of accountability and are able to apply this standard to their practice. Work across systems continues. Moreover, students apply ethical principles in practice, including the principles of the inherent value and worth of each person and constituent self-determination.

Expectations for professional practice continue. Students are expected to exhibit acceptable work habits; relationships to the agency; and supervisory, peer and constituent relationships commensurate with advanced social work practice, with the addition that this occurs in the context of increasingly complicated practice in a rural environment. Students are also expected to exhibit an integration of key knowledge components for direct social work practice in a rural setting including human behavior, social policies, research methods, the use of professional literature for self-directed learning, and value and ethical principles. In essence, this course prepares students to take a greater social work leadership role as advanced practitioners while also developing advanced practice competencies.

By the end of this course, students have integrated the content areas taught in the foundation curriculum with that taught in the concentration curriculum into effective skills for direct social work practice in a rural setting.

**Program Goals and Objectives**

**Program Goals**

The goals of the program are designed to provide a level of competence that includes quality leadership that is grounded in the historical roots of the profession. The needs of the community along with the purposes of the profession influence the four goals of the MSW program. These goals are:

- To produce competent practitioners within rural areas.
- To increase the number of practitioners with professional values and standards of cultural competence who are creative and ethically accountable in their practice with diverse rural populations.
• To apply critical knowledge that cultivates and synthesizes an understanding of the complex needs within the culture of rural communities, including research, training, continuing education, and other relevant projects.
• To impact the social, economic, and political environments of rural areas in order to empower constituents and influence social welfare policies, practices, and services.

Concentration Program Objectives

6: Demonstrate differential professional use of self. (EPAS 3.1)

7: Generalize foundation knowledge and skills to advanced direct practice in rural settings. (EPAS 3.1)

8: Integrate specialized knowledge and skills necessary for effective advanced direct practice with rural systems.

9: Implement community organization and community development plans to impact rural communities. (EPAS 3.1)

10: Demonstrate effective leadership and administrative skills. (EPAS 3.1)

13: Integrate an understanding of “rurality” as a distinct culture that is interrelated with other aspects of diversity.

14: Manage value and ethical conflicts common in rural environments.

15: Evaluate compliance with NASW Cultural Competency Standards of Practice.

16: Evaluate compliance with NASW Code of Ethics.

19: Demonstrate research competencies within the rural practice milieu. (EPAS 3.1)

20: Critically analyze current practice research. (EPAS 3.1)

24: Perform as a policy practitioner within the rural setting. (EPAS 3.1)

25: Apply skills in administration, community planning, and development. (EPAS 3.1)

TEXTS:

Required:

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

**Recommended**


**Additional texts may be assigned by field instructors and liaisons.**

**Course Expectations** (Faculty Individualize)

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to participate in developing a positive learning environment with the desire to learn. Regular, reliable attendance in field and active participation on the course BlackBoard site is important to the overall learning.

2. Students are expected to be familiar with and follow University and Department policies (WKU & Department Student Handbooks).

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

4. **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 Downing University Center, A-200. 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.

5. **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](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!

6. **Academic Support.** Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below. First and foremost, however, I encourage you to communicate with me early on if you have concerns about your academic/professional performance in this class. I will do my best to offer clear feedback and guidance around specifics of your performance and will also point you toward other resources at WKU that may be especially useful.

   a. The Learning Center (TLC) is located in Room A330 in the Student Success Center in DUC. The Learning Center offers peer tutoring, study skills help, and referrals to other tutoring and assistance centers across campus. To make an appointment, stop by DUC 330 OR call 745-6254 OR email at tlc@wku.edu

   b. The Writing Center is located in Cherry Hall, Room 123, with satellite locations in the DUC Student Success Center and Helm Library. Graduate students in English serve as tutors and can offer constructive feedback on writing content, structure, style, and mechanics. Drafts and rough notes are fine! This is an excellent resource for improving your writing skills. For more information, see the Writing Center’s website at: [http://www.wku.edu/Dept/Academic/AHSS/English/wccenter/wcpage.html](http://www.wku.edu/Dept/Academic/AHSS/English/wccenter/wcpage.html)

   c. 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/chhs/cms/index.php/centers_institutes/ace](http://www.wku.edu/chhs/cms/index.php/centers_institutes/ace)

**Course Requirements**

Enrollment in Rural Community Organization and Development (SWRK 622) is co-requisite. Students must remain enrolled in for the duration of the semester. Withdrawal from Concentration Field Practicum II (SWRK 661) or Rural Community Organization and Development (SWRK 622)—voluntary or otherwise—necessitates withdrawal from the other. All requirements must be met (as judged by the faculty field liaison and/or appropriate course instructor) in order for the student to receive a passing grade.
Field Hours for SWRK 661: Students must complete 250 field hours during the spring semester.

Individual Learning Plan: The Individual Learning Plan (ILP) provides the roadmap for learning in the student’s field placement. A copy of the student’s ILP, developed by the student in close consultation with the field instructor (and task supervisor, in specific arrangements), is due to the faculty liaison at the end of the student’s third week in field placement. NOTE: the learning plan should be a meaningful and fluid document that directs the student field experience. Throughout the year, as the student learns more about her/his learning styles and the opportunities available in the field agency, the student may, with field instructor approval, add or modify tasks to support gaining competence in the foundation learning objectives. All changes should be discussed with the field instructor before implementing, documented, and communicated to the faculty liaison. A copy of the Individual Learning Objectives/Student Evaluation (SWRK 660/661) can be downloaded from:
http://www.wku.edu/chhs/socialwork/msw_field.htm#StudentInfoForms

Note: Students and Field Instructors may find “SWRK 660/661 Course Objectives with Suggested Behavioral Indicators and Means of Assessment” a helpful resource when developing the Individual Learning Plan. This document is Appendix ____ in the Field Manual and is also available online at: http://www.wku.edu/Dept/Academic/chhs/socialwork/msw_field.htm

Individualized learning plan objectives and tasks must be met by the end of the course (as determined by the field instructor in conjunction with the field liaison).

Field 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/Dept/Academic/chhs/socialwork/msw_field.htm
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.

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

Journal postings should be submitted to the field liaison by Sunday noon 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.

**Formal Field Evaluation:** The field student is formally evaluated on her/his field performance at mid-term and at the conclusion of the semester. In order to receive a passing grade in field for the semester, the student must score (at minimum) at or above mid-point in but one all of the Field Performance Indicators (see Field Manual), and show progress towards stated goals. 

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 Field Performance Indicators and agree upon methods of assessment/evaluation. Each field supervisory session and liaison visit should include a discussion related to your progress on these indicators and include, as needed, planning to address any difficulties. 

Note: The student’s completed Individual Learning Plan form is used for all formal field evaluations.

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 Liaison Visits**

Field liaisons visit agencies 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 practicum semester and the second towards the semester end. A calendar of appropriate dates will be distributed at the beginning of the academic year. Liaisons document all visits and any note any deficiencies. (See the WKU MSW Field Manual and field website for appropriate forms.) The evaluation form is completed by the field instructor and the student and is submitted to the liaison at the time of the second visit. Forms are then to be submitted to the MSW Field Director at the end of the semester for inclusion in the student’s field folder.

**Grading**

A student’s final field grade will be based upon the student’s actual field performance related to field objectives and tasks and on timely and substantive completion of all field assignments directed by the student’s faculty liaison. Seventy percent of the grade will come from the Field Instructor and thirty 30% will come from the field liaison.

The student’s field performance will be assessed using the evaluation form imbedded in the student’s Individual Learning Plan. Completion of the field evaluation is a collaborative effort between the student, field instructor, and field liaison, with the final grade assigned by the field liaison.

**Resources for Field Students and Field Instructors**


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


Poole, D. (2002). Do public neighborhood centers have the capacity to be instruments of change in human services? *Journal of Social Work, 47*, 142-152.


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

SWRK 661 – Supplemental for Advanced Field Practicum II
Spring
Instructor: 
Phone: 
Email: 
Field Instructor: 

**Note:** All online journals are due by noon on the last day of the field week. Follow-up discussion postings (at least 3 substantive responses to classmates required) must be posted by Friday of the following week. (Example for Week Two Assignment: Initial journal entry due by Feb. 4. Follow-up responses must be posted by Feb. 9.)

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<tr>
<th>Field Week</th>
<th>Assignments</th>
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<td>1.</td>
<td><strong>Supervisory Discussion: Current Coursework &amp; Assignments.</strong> Give your Field Instructor copies of all current course syllabi and go over in supervision. How will you integrate concepts taught in class and course assignments into your field placement this semester? What changes do you need to make in your learning plan? (Additional, or different tasks?) Make the changes in your learning plan. Student &amp; FI sign.</td>
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<td>2.</td>
<td><strong>Supervisory Discussion:</strong> Weekly review of ILP learning objectives and progress on tasks. Specific student and field instructor-initiated agenda items. <strong>Online Journal &amp; Discussion Topic:</strong> Social forces and their impacts on constituents of your placement agency. Macro case planning. Faculty Liaison will post specific questions related to this topic for journaling and discussion. <strong>Revised Learning Plan Due to Faculty Liaison by _______.</strong> Fax: 270.745.6841.</td>
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**SWRK 622 Class-Blackboard: Personal Goals for Class due**
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<th>Week</th>
<th>SWRK 622 Class-Blackboard: Integration of SW and Family due</th>
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<td>3.</td>
<td>Supervisory Discussion: Political and/or funding presentation. Identify a group and topic for a political and/or funding presentation. What research will you/should you use? What do you need to keep in mind in order to be effective with this audience? (You will be asked to do this during week 10 of field.) Weekly review of ILP learning objectives and progress on tasks. Specific student and field instructor-initiated agenda items.</td>
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<td></td>
<td><strong>SWRK 622 Class-Blackboard: Overview of Family Therapy Models due</strong></td>
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| 4.   | Supervisory Discussion:  
Weekly review of ILP learning objectives and progress on tasks. Specific student and field instructor-initiated agenda items.  
**Online Journal & Discussion Topic:** Performing clinical assessments; assuming authority. Faculty Liaison will post specific questions related to this topic for journaling and discussion. |
|      | **SWRK 622 Class-Blackboard: Minority Client Article Review due** |
| 5.   | Supervisory Discussion: Contracting for change/garnering support/empowerment of constituents. What are the pros and cons of various strategies? What will you use? Why? Weekly review of ILP learning objectives and progress on tasks. Specific student and field instructor-initiated agenda items. |
|      | **SWRK 622 Class-Blackboard: Strengths and Weaknesses of Models** |
| 6.   | Supervisory Discussion:  
Weekly review of ILP learning objectives and progress on tasks. Specific student and field instructor-initiated agenda items.  
**Online Journal and Discussion Topic:** Strengths of constituents and strategies for empowerment. Faculty Liaison will post specific questions related to this topic for journaling and discussion. |
|      | **SWRK 622 Class-Blackboard: Assessment Plan Evaluation due**  
**Due: Family of Origin Paper due** |
| 7.   | Supervisory Discussion: Mid-semester evaluation. Go over learning objectives and tasks with your FI and jointly assess your progress on your learning plan form. What do you need to adjust in order to meet your goals? Specific student and field instructor-initiated agenda items. |
### Mid-term Evaluation
Due to Faculty Liaison by March 11. Fax: 270.745.6841.

### SWRK 622 Class-Blackboard: Diagnostic Discussion due

8. **Spring Break!**

9. **Supervisory Discussion:**
   - Weekly review of ILP learning objectives and progress on tasks.
   - Specific student and field instructor-initiated agenda items.

**Online Journal and Discussion Topic:** Assuming leadership. Faculty Liaison will post specific questions related to this topic for journaling and discussion.

### SWRK 622 Class-Blackboard: Script Exploration due

10. **Mock or actual presentation to political or funding group.**
    **Supervisory Discussion:** How did the presentation go? What went well? (Why?) What would you change if you had the chance for a second presentation to the same group?
    - Weekly review of ILP learning objectives and progress on tasks.
    - Specific student and field instructor-initiated agenda items.

### SWRK 622 Class-Blackboard: Starting Interventions due

11. **Supervisory Discussion:**
    - Weekly review of ILP learning objectives and progress on tasks.
    - Specific student and field instructor-initiated agenda items.

**Online Journal and Discussion Topic:** Ethical dilemmas, revisited. Faculty Liaison will post specific questions related to this topic for journaling and discussion.

### SWRK 622 Class-Blackboard: Intervention Practice due

12. **Supervisory Discussion:** Managing competing demands in rural communities. What are common competing demands in your agency context? How are these demands prioritized/managed? Are there better ways to do this?
    - Weekly review of ILP learning objectives and progress on tasks.
    - Specific student and field instructor-initiated agenda items.

### SWRK 622 Class-Blackboard: Collaboration Exploration due

Due: Family Practice Presentation during class

13. **Supervisory Discussion:**
    - Weekly review of ILP learning objectives and progress on tasks.
    - Specific student and field instructor-initiated agenda items.

**Online Journal and Discussion Topic:** Rurality and You. Faculty
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<th>Liaison will post specific questions related to this topic for journaling and discussion.</th>
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<td><strong>SWRK 622 Class-Blackboard: Ethical Issue due</strong></td>
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| **14.** | **Supervisory Discussion: Termination.** Talk with your Field Instructor about the termination phase of social work and its importance. What are the issues, tasks, and skills you need to consider in order to complete work with a client (individual, family, group, community)? What specifically do you need to do with your assigned clients?  
Weekly review of ILP learning objectives and progress on tasks.  
Specific student and field instructor-initiated agenda items. |
| **SWRK 622 Class-Develop plan for completing final evaluations.**  
**Blackboard: Termination Discussion due** |   |
| **15.** | **Supervisory Discussion: Formal end of semester evaluation.**  
Go over the tasks identified for each learning objective with your field instructor. Provide her/him with evidence of your work on each, and add your performance information to the data your field instructor has been gathering. Your field instructor will give you a numerical rating (or NA, if you have not yet done the task) for each task and then an overall rating for each objective. S/he will then make summary comments on your overall performance for the semester. Add your own comments for each objective and in the summary area for the semester.  
**Online Journal and Discussion Topic:** Ending Your Field Placement.  
Faculty Liaison will post specific questions related to this topic for initial journal entries and follow-up discussion. |
| **SWRK 622 Class-Blackboard: Evaluation Plan due** | Due: Family Intervention Video Tape due last class @ 8am |
| **17.** | Due to Faculty Liaison/Director of Field Instruction:  
- Semester 2 Final Evaluation  
- Documentation of Completed Hours  
- Student Evaluation of Field Instructor & Placement  
- Student Evaluation of Liaison (send to Dir. Of Field Instruction)  
- Field Instructor Completes: Field Instructor Evaluation of Field Process (send to Director of Field Instruction) |

**OTHER:**  
The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.  
Revised 05/09
NOTIFICATION OF STUDENT CONCERN

Date:
Student:
Agency:
Field Instructor:
Field Liaison:

This date the following deficiency was noted in the field practicum performance of the above-named student.

___ The following steps for remediation are recommended:

___ Immediate termination of field placement is recommended.

__________________________________________
Field Liaison

__________________________________________
Field Instructor

__________________________________________
Student

__________________________________________
BSW/MSW Field Director