Western Kentucky University

Advanced Field Practicum II – SWRK 560
(Taken with SWRK 520 Practice Class)

Semester:

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

COURSE DESCRIPTION:

This course focuses on application of skills, knowledge, and values of the generalist social work perspective. As such, it encompasses the experiential (field) component of the first semester full-time foundation MSW field curriculum. This course consists of 200 hours of practicum experience and 32 hours of pre-field training. Students are expected to attend all hours of practicum and training, demonstrating appropriate social work skills and use of self.

The emphasis is on the integration of knowledge of human behavior theories, social work values and ethics, and generalist skills in social work practice either being learned or having been learned in foundation course work (e.g., Human Behavior in the Social Environment (SWRK 510) and Generalist Social Work Practice (SWRK 520). Students are socialized into professional values, norms, and principles through targeted experiences in this course. In turn, the NASW social work values, ethics, and practice principles provide the framework for advanced direct practice in rural settings (concentration practice). Moreover, the generalist perspective provides a foundation for learning advanced direct social work practice in rural settings in subsequent coursework (Concentration Field Practicum I (SWRK 660) and Concentration Field Practicum II (SWRK 661)).

This course further requires students to begin to articulate an understanding of the interaction of cultural/diversity and practice, using knowledge from Cultural Competency in Social Work Practice (SWRK 501). Opportunities for students to challenge their understanding of individual and group differences are provided.

A critical aspect of this first semester of traditional 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.
Students have opportunities to experience such key practice roles as:

- Enabling or facilitating accomplishment of a defined change
- Collaborating or exchanging information that results in a joint problem solving activity
- Educating or providing information and/or teaching skills necessary for managing and coping with the current situation.
- Mediating or serving as a go between for two systems.
- Advocating or acting on behalf of the client.
- Brokering or linking clients to needed resources.
- Counseling or providing guidance and assisting in planning change
- Case management or coordination
- Protecting, or providing guardianship

As such, this course provides a beginning “lab”, or experiential learning situation, in which students are socialized into, and begin to apply skills related to, the profession, while preparing students for subsequent foundation and concentration coursework. It provides a planned, supervised, and coordinated curriculum whereby students begin to integrate information from their liberal arts foundation, and past or concurrent MSW courses, with practice skills. It addresses the foundation curriculum content of the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards by focusing on the beginning integration of values and ethics, attention to social justice and populations at risk, understanding of human development across the life span, and the interaction between individuals and their social systems. It begins to direct attention to how social services and programs are affected by policies, thus preparing students for the further work on policy practice that occurs in concentration.

**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.

**Foundation Program Objectives**

1: Utilize critical thinking within the context of social work practice, including an understanding of organizations and the need for planned change within service delivery systems. (EPAS 3.0.1 and EPAS 3.0.12)

2: Apply a generalist social work perspective across all system levels, integrating a broad range of knowledge and theories. (EPAS 3.0.M6)

3: Synthesize and apply theoretical frameworks of practice interventions that incorporate knowledge of developmental and behavioral interactions between individuals and multiple systems. (EPAS 3.0.7 and EPAS 3.0.12)

4: Utilize various communication skills differentially to articulate and advocate for diverse populations and communities. (EPAS 3.0.3 and EPAS 3.0.10)

5: Demonstrate professional use of self by engaging in consultation and supervision. (EPAS 3.0.11)

11: Understand and apply social work values and ethics in social work practice with an appreciation for empowerment, diversity, and client strengths. (EPAS 3.0.2)

12: Identify the impact of value conflicts and ethical dilemmas in social work practice related to ability, age, class, color, culture, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation. (EPAS 3.0.2 and 3.0.3)

17: Critique and interpret research studies on societal issues and evaluate their relevance and contributions to social work practice. (EPAS 3.0.9)

18: Integrate research techniques and technology for evaluating one’s own practice. (EPAS 3.0.9)

21: Interpret historical events and circumstances as they apply to contemporary social policies and services. (EPAS 3.0.5)

22: Analyze policies and their implications in order to formulate effective service delivery.
(EPAS 3.0.4 and EPAS 3.0.8)

23: Apply strategies and interventions that promote social, economic, and political justice that include an understanding of oppression, discrimination, and social change. (EPAS 3.0.4 and 3.0.12)

**TEXTS:**

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

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

**Recommended:**


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

**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 (if used) 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 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 Foundation Field Practicum I (SWRK 560), he/she must withdraw from both.

Field Hours for SWRK 560: Students are required to complete 32 hours of pre-field reading and assignments prior to beginning their field placement. These activities are monitored by the field liaison. Student then complete an additional 200 hours in their field placement during weeks during fall semester.

Individual Learning Plan: The Individual Learning Plan (ILP) provides the roadmap for learning in the foundation field placement. The learning plan, developed by the student in close consultation with the field instructor, is due to the faculty liaison at the end of the third week in your field placement. 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 your field instructor before implementing, documented, and communicated to your faculty liaison. A copy of the Individual Learning Objectives/Student Evaluation (SWRK 560/561) can be downloaded from: http://www.wku.edu/chhs/socialwork/msw_field.htm#StudentInfoForms

Note: Students and Field Instructors may find “SWRK 560/561 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

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**


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 560 – Foundation Field Practicum I
Fall 2007
Instructor
Phone:
Email:
Field Instructor:

Notes: 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 _______. Follow-up responses must be posted by _______.)

Weekly Field Logs – Due at the end of every week in field. Give copy to Field Instructor and copies of all logs each month to Faculty Field Liaison.

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<tr>
<th>Field Week</th>
<th>Assignments and Due Dates</th>
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<tr>
<td>1.</td>
<td><strong>SWRK 520 Assignment: Read, read, read</strong></td>
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<td><strong>SWRK 520 Assignment: Blackboard</strong></td>
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<td>3.</td>
<td><strong>SWRK 520 Assignment: Blackboard Quiz</strong></td>
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<td>4.</td>
<td><strong>SWRK 520 Assignment: Blackboard</strong></td>
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| 5.– First week in field placement | **Supervisory Discussion: Beginning orientation to your field placement and field supervision**, along with initial thinking about your individual learning objectives (due at the end of week 3 in field): Make copies of all your course syllabi and give to your Field Instructor. Review all syllabi with your field instructor, with special attention this week on SWRK 560 – Foundation Field Practicum (its objectives, requirements, timelines, etc.) and SWRK 520 – Generalist Social Work Practice. Begin discussing about how you...
will integrate the concepts and skills you are learning in coursework into your field experience and how you might include field-based course assignments into your learning plan.

**Initial Field Information:** Complete the Initial Field Information form with your field instructor. Make copy for yourself, your FI, and your faculty liaison. Email, mail, or fax (270.745.6841) copy to Faculty Liaison.

**Field Log:** complete

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<th>SW 520 Class Assignment-Video #1 – Bring with analysis</th>
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6. **Supervisory Discussion: Individual Learning Plan (ILP).** Begin drafting your ILP with your field instructor. Take time to make sure you and your FI understand each overall objective and then begin thinking about relevant field activities that will, over the course of the semester and year, support you in meeting each overall objective. Do you and your field instructor agree on how s/he will evaluate your progress on each task (means of assessment)? Have you included completion dates for each task so that the learning plan can guide you throughout the year? Have you taken into consideration your learning style – the activities and sequencing that best support effective learning for you? Have you considered assignments from other classes that draw upon field experiences?

**Online Field Journal and Discussion Topic:** Your Field Agency and “Fit.” Faculty Liaison will post specific questions related to this topic for journaling and group discussion.

**Field Log:** complete

| SWRK 520 Class Assignment: Review video with instructor. Make an appt! Blackboard |

7. **Supervisory Discussion: ILP (second look) and orientation – continued.**

Review your draft learning plan with your FI and make any changes needed so that your final learning plan will be a document that you will use every day in field to direct – and then evaluate – your learning.

Orientation, continued. Talk with your FI about the various social work roles assumed by social workers in your field agency. How are constituents/clients viewed by workers in agency? How are workers viewed by clients?

What other information do you need to cover this week? Refer to your initial field contract “orientation checklist” and to your own field notes, then include relevant items in your supervision agenda.

**Individual Learning Plan Due _______.** Give to Faculty Liaison in person during liaison visit or fax: 270. 745.6841.
8. **Supervisory Discussion: Professional identification and orientation, continued.** What makes a social worker a “professional”? What experiences, education, training, and values come together to help shape an individual’s professional social work identity? What is the role of the NASW Code of Ethics (or other ethical codes for social workers in other countries) in one’s professional identification? What other information do you need to cover this week? Refer to your initial field contract “orientation checklist” and to your own field notes, then include relevant items in your supervision agenda. First review of ILP activities and progress.

**Online Field Journal and Discussion Topic:** Your professional identity. Faculty liaison will post specific questions related to this topic for journaling and group discussion.

**Field Log:** complete

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9. **Supervisory Discussion: Strengths perspective.** What does a “strengths perspective” mean when doing social work assessments and case planning? How does your field agency incorporate a strengths perspective in its work with constituents? Do a client assessment with your FI? What tools does your FI use? Do the agency assessment tools incorporate strengths? Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items.

**Field Log:** complete

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10. **Supervisory Discussion: Feedback re: field performance.** Discuss with your FI your personal strengths relevant to your field placement performance so far. Also discuss where you see your greatest challenges. Go over your ILP and jointly assess your progress on your learning objectives (mid-semester evaluation). Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items.

**Online Field Journal and Discussion Topic:** Strengths perspective. Faculty liaison will post specific questions related to this topic for journaling and group discussion.

**Field Log:** complete!
<table>
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<th><strong>Supervisory Discussion: Person in environment and diversity.</strong> How do your field agency’s social workers use a person in environment perspective in their case assessment and case planning? How does “diversity” (think about all its manifestations) fit into a “person in environment” perspective - and a strengths perspective? How are you beginning to apply these to the work you are doing? Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items. <strong>Field Log:</strong> complete</th>
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<tr>
<td><strong>SWRK 520 Class Assignment:</strong> Blackboard</td>
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<td><strong>Supervisory Discussion: Theories that inform the social work done in the field agency.</strong> Talk with your FI about the various social work (and other) theories/concepts that shape the social work practice done in the agency. What sorts of evidence support the use of these theories? What professional literature does your FI suggest you review related to these theories/concepts/approaches? Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items. <strong>Online Field Journal and Discussion Topic:</strong> Diversity. Faculty liaison will post specific questions related to this topic for journaling and group discussion. <strong>Field Log:</strong> complete</td>
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<td><strong>SWRK 520 Class Assignment:</strong> Video #2</td>
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<td><strong>Supervisory Discussion: Case Planning.</strong> What goes into good case planning? What do you need to consider when engaging, assessing and planning with a client? What skills do you need? What format does your agency use for case planning/case recording? How are you doing with the work, and where do you need support/guidance from your field instructor? Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items. <strong>Field Log:</strong> complete</td>
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<td><strong>SWRK 520 Class Assignment:</strong> Quiz 3</td>
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<td><strong>Supervisory Discussion: Advocacy.</strong> Identify with your field instructor field situations that call for advocacy. How can you start? What do you need to consider in order to be effective?</td>
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Weekly review of ILP learning objectives and progress on tasks. Specific student supervisory meeting agenda items.
Plan for completing your end of semester evaluation next week.

**Online Field Journal and Discussion Topic:** Advocacy. Faculty liaison will post specific questions related to this topic for journaling and group discussion.

**Field Log:** complete

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<th>SWRK 520 Class Assignment: Blackboard</th>
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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. Feel free to add your own comments for each objective and in the summary area for the semester.

Where do you see professional and personal growth? Where do you need to give special attention next semester in field?

**Field Log:** Complete

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<tr>
<th>SWRK 520 Class Assignment: Review Video in Class</th>
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16.

**Supervisory Discussion:** Finishing up the semester.
What will be your field schedule over the university break (if the plan is to continue to work)? What tasks do you need to accomplish before taking time off from field?

Specific student supervisory meeting agenda items

**Online Field Journal and Discussion Topic:** Evaluating your progress in field. Faculty liaison will post specific questions related to this topic for journaling and group discussion.

**Field Log:** complete

**Due to Faculty Liaison:**
- Semester 1 Final Evaluation
- Documentation of Completed (Field) Hours
- Copies of all field logs

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<th>SWRK 520 Class Assignment: Final Assessment Online</th>
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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