**DEPARTMENT OF SOCIAL WORK**

**WESTERN KENTUCKY UNIVERSITY**

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| WKU News **SWRK 482/483: Social Work Practicum II & Seminar II** **(SEMESTER/YEAR)** (6 credit hours total)  |
| Professor/Faculty Field Liaison/Field Seminar Instructor:Email: Tel: Office: Office Hours:Field Instructor: FI Email:FI Phone: |  |
| **Meeting Times and Locations**SWRK 482: TBDSWRK 483: Seminar II   |

**Course Description**

SWRK 482 Social Work Field Practicum II. Prerequisites: SWRK 480/481. Co requisite: SWRK 483. Continued social work practice experience in a social service agency. (Grading: Pass/Fail)

SWRK 483 Social Work Field Seminar II. Prerequisites: SWRK 480/481. Co requisite: SWRK 482. Integrates the knowledge, skills, values, and experiences gained during the second semester of the internship.

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

**Required Texts**

Garthwait, C. (2016). *The social work practicum: A guide and workbook for students.* (7th ed.). Boston, MA: Allyn and Bacon.

 Western Kentucky University. (2016). *BSW Field Manual*.

**Recommended Resources**

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>

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

**BSW Mission Statement**

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

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

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).

**Learning Outcomes**

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

Knowledge

1. Identify commonalities and differences in social work practice within and across service delivery networks.

Values

1. Display self-awareness of own part in planned change process, especially as it relates to diverse and oppressed populations.

Skills

1. Competently utilize the planned change process with diverse client systems of various sizes.
2. Appropriately utilize consultation and supervision.
3. Execute social work functions equivalent to beginning agency worker.

Cognitive/Affective

1. Integrate knowledge from human behavior, social welfare policy, research, and generalist practice courses to inform work with diverse client systems.

**CSWE EPAS Core Competencies for BSW Education**

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

 **Unit I: Review from SWK 481 and Course Overview**

 A. Review of Course Outline and Expectations.

B. Review of Content from Seminar One.

C. Update of Learning Plan.

 **Unit II: Social Problem Analysis**

 A. Review Differences between Personal and Public Problems

 B. Economic, Environmental, Social and Political Contexts

 C. Roles and Responsibilities for Social Workers

 1. Roles

 2. Responsibilities

 **Unit III: Theory-Informed Practice**

1. What is theory –informed practice?

 B. Application of Theory to Practice

 1. Review of Micro Theories

 a. Psychodynamic

 b. Behavior

 c. Humanistic

 d. Cognitive

 e. Ecological

1. Review of Mezzo Theories
	1. Field
	2. Social Exchange
	3. Systems
	4. Empowerment
2. Review of Macro Theories
	1. Classical Organizational Theories
	2. Feminist
	3. Political Economy
	4. Contingency
	5. Culture Quality
3. Evidence-Based Practice and Theory Informed Practice
4. Bio-Psycho-Social-Spiritual-Cultural Assessment

 **Unit IV: Intervention**

1. Micro
2. Mezzo
3. Macro
4. Service Coordination/Case Management

**Unit V: Practice Evaluation**

1. Single subject (individual)
2. Pre-post Test
3. Client Satisfaction
4. Program Evaluation

  **Unit VI: Termination**

1. Client Perspective
2. Student Perspective

 **Unit VII: Licensure Information**

**STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

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

**Grading Scale for Field Practicum**

SWRK 482

Pass = 3 or more points for each competency rating on the learning plan/evaluation

Fail = 2 points or below in ANY competency rating on the learning plan/evaluation

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

1. Students are expected to *adhere to all policies contained in the BSW Field Manual.*
2. ***Attendance and active engagement are required in field seminar***. “Active engagement in group learning” will be discussed in an early class session and class guidelines which students will be expected to follow will be developed. A meaningful percentage of the overall course grade will be based on what students bring into the class learning environment and their demonstrated collegiality and professionalism with their fellow learners (including the instructor!). Seminar students can miss one (1) seminar session without penalty. Only one additional absence may be approved without penalty if directly related to Practicum opportunities and approved by the student’s Field Liaison/Seminar Instructor in advance of the absence. A 3-point reduction in the total Seminar grade will be assessed for the first absence that is not approved as outlined above. An additional 3-point reduction will be assessed for a second unapproved absence. 5-points will be deducted for a third unapproved absence. On days that a class does not meet students may be given a Blackboard assignment. Failure to complete this assignment will result in an unapproved absence for that day of class. More than three (3) unapproved absences will result in an “F” for the final grade.
3. ***IMPORTANT TO NOTE: Simply completing field hours is not completing a student’s field practicum!*** Field hours should be spent meaningfully; completing field learning tasks and attaining required competencies as outlined on the Learning Plan are needed to successfully pass this class. The Learning Plan should be used as a roadmap for students’ experiences and should be amended as needed in consultation with their Field Instructor. At any time, if students feel that they are not spending their time well in their Practicum, they should seek assistance from their Field Instructor and/or Field Faculty Liaison.
4. ***Learning Plans.*** Students are expected to have a signed Learning Plan in place and to complete the tasks that have been mutually developed by the student and Field Instructor. Learning Plans are due within four weeks of entering field and must be signed by the student, Field Instructor, and Seminar Instructor (Field Liaison). Students and Field Instructors may make changes in the Learning Plan based on the realities of the field setting and learning needs of the student, but all changes must be approved by the Faculty Liaison. Students may not continue accruing field hours after the 4th week of field without an approved Learning Plan in place.
5. ***Meeting with Field Instructor.*** Students, as part of their field responsibility and commitment to learning, are required to meet formally with their Field Instructor for a minimum of 1 hour/week. Students should alert their Field Liaison if they and their Field Instructor are not meeting this standard.

**Grading Scale for Field Seminar**

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

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

|  |
| --- |
| **Grading Scale**: |
| A = 90 – 100%  |
| B = 80 – 89%  |
| C = 70 – 79% |
| D = 60 – 69% |
| F = Below 0% |

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

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

**INTEGRATIVE FIELD JOURNALS** **(50 pts)** Students are required to submit five substantive field journals. Each journal will address one CSWE competency area. A rough draft of the student’s journal will be submitted to a Blackboard Discussion Board forum prior to the class on the day it is due. Following this class students will review and comment on their classmates’ journals, and then integrate this feedback along with classroom discussion into a final draft of the journal that is submitted via Blackboard. (See Appendix A for further guidelines. A rubric for assessing the quality of these assignments will also be posted to Blackboard and discussed in class.) Journals will be graded using a rubric provided by the field liaison. Students must pass all journal assignments with at least a score of “7” in order to show competency in each area. A journal receiving a score of 6 or below must be rewritten until a 7 is obtained, though the original score will be recorded in the gradebook.

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

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

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

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

**CSWE EPAS Core Competencies for BSW Education**

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in the **Appendix** of this syllabus. Core competencies addressed in this class are defined as follows:

**Criteria for Grading Field Seminar and Field Practicum**

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

**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)](https://www.wku.edu/sarc/) (<https://www.wku.edu/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.

**Learning Assistance at WKU**

[The Learning Center (TLC)](https://www.wku.edu/tlc/) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC’s website at <http://www.wku.edu/tlc/> to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](http://www.wku.edu/writingcenter) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

**Disclaimer**

*The professor reserves the right to make announced changes in the course due to extenuating circumstances.*

**Appendix A**

**Assignment Guidelines**

**INTEGRATIVE FIELD JOURNALS**

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

Using a developmental learning approach, each journal asks students to articulate basic knowledge about one of ten competency areas and then address how the associated knowledge and skills are (or might be applied) in field. The 9 core competency areas are the same 9 competencies listed on the course syllabus and can be found in the [Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) 2015](http://www.cswe.org/File.aspx?id=81660). Students are expected to critically respond to two classmates’ journal entries and integrate the feedback they receive from their classmates along with the insights gained from the seminar discussion into their own journal entries.

*Special Note*: These journal entries are documentation that students are nearing (or at) competence in each of the 9 generalist social work competency areas. For this reason, each journal should demonstrate students’ best thinking and effort.

**Assignment Instructions:**

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

**Summary of Timeline:**

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

**Semester 2 – Journal Questions**

**Journal 6 – Competency 5 – Engage in Policy Practice**

1. What is “policy practice”?
2. What is the primary social problem your agency addresses? What specific services are currently being provided in your agency to address this problem?
3. Describe a specific policy that impacts service provision and/or service eligibility. Now, do a very brief policy analysis of the policy, addressing:
	1. Name and type of policy
	2. Authority and auspices – who created it? Who has the authority to enforce it?
	3. History and reasons for development
	4. Stated purpose and goals
	5. Assumptions, values, and beliefs upon which it is based
	6. Main provisions
	7. Impact on your agency’s operation
	8. Advantages/positive effects
	9. Disadvantages/negative effects
	10. Gaps and any need for revisions.
4. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 7 – Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

1. According to the Council on Social Work Education (2015), what is generalist social work practice?
2. Likewise, how does CSWE conceptualize the four basic processes of planned change?
3. What are the key social work behaviors for each of these processes/steps?
4. Using a simple client example, describe how you might work with a client system through the four steps/stages of the planned change process.
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 8 – Competency 7 – Assess with Individuals, Families, Groups, Organizations, and Communities**

1. Review a basic HBSE text that includes relevant theories and perspectives about human development and behavior.
	1. Which specific theories related to individual, family, and/or community development guide practice at your field agency?
	2. Are there other theories or perspectives that might also be relevant to understanding the clients you work with and how positive change can occur?
2. How are you currently incorporating an awareness of lifespan development into your assessment of and work with clients?
3. What macro-level theories could be applicable to assess your agency/community?
4. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 9 – Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. How does your field agency critically choose and implement interventions to achieve the goals of clients and constituencies?
2. Describe at least one intervention currently being utilized in your agency.
3. What inter-professional collaborations are needed to help achieve beneficial practice outcomes?
4. List ways you have planned for termination with your clients at the end of your field placement.
5. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Journal 10 – Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. How does your field agency determine its effectiveness? Why is it important to know if services being delivered are effective?
2. If your agency is not currently evaluating its services, what would you propose as a plan for program evaluation?
3. What are the agency outcomes and how are they measured?
4. To be added to the Final draft of the Journal: the understanding and insights you gained from the seminar presentation and group discussion as well the feedback you receive from your classmates on the rough draft of your journal entry. (At least one paragraph.)

**Appendix B**

**Assignment Guidelines**

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

**(SEMESTER 1)**

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

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

**Appendix C**

**Assignment Guidelines**

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

**SEMESTER 2**

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

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

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

**Appendix D**

**Assignment Guidelines**

**Micro-Project- Client Systems Assessment Paper**

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

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

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

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

**SECTION 1 - PSYCHOSOCIAL ASSESSMENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SECTION 2 - TREATMENT PLAN**

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

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

\* Include dates for accomplishing

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

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

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

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

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

**CRITERIA FOR GRADING**

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

**Appendix E**

**Journal Feedback and Grade for: Journal #:**  **Grade:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Quality Criterion*** | ***Area Needing Improvement to Be Competent*** | ***Competent*** | ***Distinguished*** |
| **Content/Critical Thinking – 4 pts.**  |  |  |  |
| Breadth of content (all relevant points covered) |   |   |  |
| Depth of content (points explained in adequate depth) |  |   |  |
| Evidence of study, integration, and real understanding of social work concepts and application |   |   |  |
| **Completeness – 2 pts.** |  |  |  |
| Resources - 3 specific, credible, relevant resources integrated into journal | 1 strong resource, limited integration supporting journal | 2 strong resources with some integration supporting journal | 3 or more strong resources with integration supporting journal |
| Evidence of actively using class resources (lecture, group discussion, peer feedback) to improve understanding  | little evidence of use of class resources to strengthen journal | Some class resources are used to strengthen journal | Class resources are used to significantly strengthen journal |
| **Writing – 2 pts.** |  |  |  |
|  | More than 6 errors | 4-6 errors overall |  0-3 errors |
| Overall journal clear, well organized, easy to follow |  |  |  |
| Spelling is accurate |  |  |  |
| Professional level grammar, punctuation, sentence structure  |  |  |  |
| Appropriate voice – personalized, but formal tone. No contractions. |  |  |  |
| APA style (6th. Ed.) applied correctly |  |  |  |
| **Feedback to Others – 2** |  |  |  |
|  | Fewer than two comments and/or comments made are superficial and do not demonstrate critical thinking/connection to additional understanding. | At least two thoughtful comments, demonstrating independent thinking and adding to paper’s depth and breadth. | At least two substantive comments on Blackboard, rich in content, insight, analysis, which add significantly to paper’s depth and breadth. |

**Appendix F**

Poster Rubric (20 total points possible)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | F |
| Scoring | 20-18 | 17-16 | 15-16 | 13-14 | 12 or below |
|  |  |  |  |  |  |
| **Category** | The below information needs to be included to receive all ten points in the category. Missing or incomplete portions may result in fractional points. | Critiques and suggestions that will be helpful for directing student improvement. |
| **Organization****3 pts**  | Logical flow to poster: TitleSupport and Description of ProjectPlanned Outcomes/ ObjectivesMethods/Actions/ Steps/Process Project Outcomes/ObstaclesConclusionsAcknowledgementsReferences | Comments:  |
| **Background****3 pts**  | **1.** Integration of important literature and appropriately referenced 2. Documented support of project related to achieving client outcomes | Comments: |
| **Methods****3 pts**  | **1.** Briefly explain the process/action steps (Only enough info needs to be shown as to allow readers to follow)2. Identify any obstacles and changes to original plan | Comments:  |
| **Conclusions****3 pts\_\_\_\_\_\_** | **1.** Summary of results/outcomes**2.** Conclusions/Future directions or predictions for future outcome | Comments:  |
| **Poster****Presentation****3 pts**  | 1. Graphs/Tables/pictures clearly explained and presented2. Graphs have appropriate labels/titles3. Figures have descriptive captions, tables have descriptive labels | Comments:  |
| **Poster Style****3 pts**  | 1. Spelling/grammar**2.** Appropriate labeling**3.** Appropriate amount and size of text on poster**4.** Contrast and color/size of poster**5.** Professional appearance of poster | Comments: |
| **Presentation Style****2 pts**  | **1.** Eye contact while presenting**3.** Refrain from reading poster directly**5.** Professional attire | Comments:  |

**Points:**  Fractional points may be given in any category. The total of this form should be 20 points.

**Total Points Given**

**Appendix G**

**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.

**Appendix H**

|  |
| --- |
| Course Matrix |
| Competency  | Course Content | Dimensions of Student Learning  | Course Unit |
| Competency 1: Demonstrate Ethical and Professional Behavior | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project; Seminar Facilitation. | V, S, C/A | Units I, II, III, IV, V |
| Competency 2: Engage Diversity and Difference in Practice | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 4: Engage in Practice-informed Research and Research-informed Practice | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 5: Engage in Policy Practice  | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation. | K, V, S, C/A | Units I, II |
| Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Integrative Field Journals; Social Welfare Policy-Mezzo/Macro Project Presentation; Client Assessment Paper; Seminar Facilitation. | K, V, S, C/A | Units I, II, III, IV, V |