## DEPARTMENT OF SOCIAL WORK

## WESTERN KENTUCKY UNIVERSITY

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| WKU News**SWRK 561: Generalist Field Practicum II** (Taken with SWRK 522 Group Dynamics in Social Work Practice class)**(Spring 2017)** (3 credit hours) |
| **Faculty Field Liaison:** **Email:** **Tel:** **Office:** **Office Hours:** |
| **Times/Dates: TBD, Spring 2017 – January 23 – May 12, 2017****Location: Field Practicum Agency** |

**Prerequisites**: SWRK 520 and SWRK 560. **Co-requisite**: SWRK 522

**Course Description**

SWRK 561 Generalist Field Practicum II (3 hours)

Continued application of advanced social work principles and practice skills in a human services environment. This is a continuation of SWRK 560. Field experiences in an appropriate off-campus setting are required. Students are responsible for arranging their own transportation to designating or assigned sites.

**Course Information**

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

**Required Text/Reading**

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

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

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

SWRK 561 specifically links with SWRK 522 – Group Dynamics in Social Work Practice. Refer to current SWRK 522 syllabus for text and required readings.

Important Note: SWRK 561 serves as a capstone course for the MSW generalist year. Therefore, students (and field instructors) should continually draw upon relevant content from required texts and readings from all generalist year MSW coursework.

**Recommended Text/Reading:**

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

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

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

**MSW Mission Statement:**

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

**Council on Social Work Education (CSWE) Definition of Generalist Practice**

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

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

**CSWE EPAS Core Competencies for MSW Education**

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

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

| **2015 Competencies Addressed in Course** | **Course Assignments****Addressing Behaviors** | **Course Learning Outcomes** | **Competency Dimension** |
| --- | --- | --- | --- |
| Competency 1:Demonstrate Ethical and Professional Behavior  | Learning Plan TasksField PracticumField Evaluation | 1, 2, 31, 2, 31, 2, 3 | Knowledge, Values, Skills Knowledge, Values, SkillsKnowledge, Values, Skills |
| Competency 2:Engage Diversity and Difference in Practice | Learning Plan TasksField PracticumField Evaluation | 222 | ValuesValuesValues |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | Learning Plan TasksReflective Field JournalField PracticumField Evaluation | 1, 21, 21, 21, 2 | Knowledge, ValuesKnowledge, ValuesKnowledge, ValuesKnowledge, Values |
| Competency 4: Engage in Practice-informed Research and Research-informed Practice | Learning Plan TasksField PracticumField Evaluation | 333 | SkillsSkillsSkills |
| Competency 5: Engage in Policy Practice | Learning Plan TasksReflective Field JournalField PracticumField Evaluation | 1111 | KnowledgeKnowledgeKnowledgeKnowledge |
| Competency 6:Engage with Individuals, Families, Groups, Organizations, and Communities | Learning Plan TasksField PracticumField Evaluation | 333 | SkillsSkillsSkills |
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | Learning Plan TasksReflective Field JournalField PracticumField Evaluation | 1, 31 , 41, 3, 41, 3 | Knowledge, SkillsKnowledge, Cognitive & Affective ProcessesKnowledge, Skills, Cognitive & Affective ProcessesKnowledge, Skills |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | Learning Plan TasksReflective Field JournalField PracticumField Evaluation | 1, 31 , 41, 3, 41, 3 | Knowledge, SkillsKnowledge, Cognitive & Affective ProcessesKnowledge, Skills, Cognitive & Affective ProcessesKnowledge, Skills |
| Competency 9:Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Learning Plan TasksReflective Field JournalMidterm Student Self-AssessmentField PracticumField Evaluation | 1, 31, 41, 41, 3, 41, 3 | Knowledge, SkillsKnowledge, Cognitive & Affective ProcessesKnowledge, Cognitive & Affective ProcessesKnowledge, Skills, Cognitive & Affective ProcessesKnowledge, Skills |

**Learning Outcomes**

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

**Knowledge**

1. Demonstrate knowledge and understanding of competencies 3, 5, and 7-9 connecting field experiences to the competencies.

**Values**

1. Engage in activities to promote justice for population(s) served at the practicum agency.

**Skills**

1. Demonstrate ability to use best practices to effectively engage, assess, intervene, and evaluate work with clients/groups served at the practicum agency.

**Cognitive & Affective Processes**

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

**Course Requirements**

**Enrollment in Group Dynamics in Social Work Practice (SWRK 522) is co-requisite with this course.** Specific assignments in SWRK 522 draw upon students’ field placement experiences. If a student elects—or is asked—to withdraw from either Group Dynamics in Social Work Practice (SWRK 522) or Generalist Field Practicum II (SWRK 561), he/she must withdraw from both.

**Field Hours for SWRK 561:** Student must complete 200 hours in their field placement during the semester.

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

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

**Students are expected to adhere to all policies contained in the MSW Field Manual.**

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

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

**Learning Plans**: Students are expected to have a signed learning plan in place and to complete the tasks that have been mutually developed. Learning plans are due within four weeks of entering field and must be signed by the student, field instructor, and 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. The student must keep the original learning plan in their possession until the end of the second semester of field. Everyone gets copies of the learning plan until the final evaluation of the field year is completed, when originals are given to the liaison. Students may not continue accruing field hours after the 4th week of field without an approved learning plan in place.

<http://www.wku.edu/socialwork/field/forms.php>

**Meeting with field instructor-** Student, as part of her/his field responsibility and commitment to learning, is required to meet formally with their field instructor for a minimum of 1 hour/week. Please alert your liaison if you and your field instructor are not meeting this standard.

**The use of critical thinking is expected in field.** Understanding of course readings, reflections on field and class activities, discussions, and written assignments will all require you to “think like a professional social worker,” i.e. think critically. Grading of all assignments will include assessment of your use of critical thinking. One important point: critical thinking, when we are first practicing it, sometimes feels slow and difficult, since we are deliberately using a process that introduces new elements into our “regular” ways of thinking.

**Formal Field Evaluation:** The field student is formally evaluated on his/her field performance at midterm and end of each semester. NOTE: Planning for the final evaluation should begin at the start of the semester! All parties (student, field instructor, and the faculty liaison) should review and understand the Core Competencies and agree upon methods of assessment/evaluation, via the learning plan. Each field supervisory session and liaison visit should include a discussion related to your progress on these competencies and behaviors, including, as needed, planning to address any difficulties.

**Field Liaison Visits**

Field liaisons will make at least three contacts (two visits and one phone conference) with the agency field instructor during each semester. Visits to the agencies will occur at least two times during the course of the semester, with additional visits/contacts at the discretion of the liaison, field instructor, or student. The first contact should occur near the beginning of the semester to assist with, approve or revise the learning plan; the second contact should occur at midterm and the final visit should occur within the last three weeks of the semester’s end for evaluations. The first contact can be a phone conference or visit. If the first contact is a phone conference, the second contact must be face to face (in person or using University supported video conferencing software), or vice versa.

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

**Description of Course Assignments**

**Reflective Field Journals-** Students must complete, on time, five journals related to Competencies 3, 5, and 7-9 of their learning plan.These journals tie in assignments from other social work courses for students to link course assignments to their field setting and required competencies.

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

Journals serve the purpose of:

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

Journal postings should be submitted to the field liaison by Sunday 11pm CST of the end of the designated week. The field liaison will provide guidelines to help guide appropriate discussion, emphasizing critical thinking and mutual support for professional learning and growth through respectful questioning and consultation.

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

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

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

**Evaluation and Grading**

Field courses are “Pass/Fail”, however, students are evaluated based on their performance of the competencies, (at least on the beginning level of a MSW practitioner) and the completion of learning plan tasks.

Each competency has behaviors to consider in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior (only allowed during the first semester), and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. “NA” is allowed in semester one only, and means the student has not had a chance to demonstrate the behavior/competency yet. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected work at a high level of mastery at this point in their education.

Students must pass with a “2” grade or higher in each competency on their learning plan in SWRK 560 in order to advance to semester two. Students must pass with a “3” grade or higher in each competency on their learning plan in SWRK 561 in order to pass the course and progress to SWRK 660/661.

Journals/assignments will be graded using the rubric attached. Students must pass all journal assignments with minimum of 3/5 on each rubric section in order to pass 561 and proceed to 660.

**Academic Support**

Most students find that they need some academic support and direction during their time in the university. WKU offers many resources that can help students be successful in this course. These are listed below.

**Student Accessibility Resource Center**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074.  The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu.  Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

**Writing Center Assistance**

The Writing Center is located in 123 Cherry Hall on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. They will not revise or edit the paper for you.  See instructions of the website [www.wku.edu/writingcenter/](http://www.wku.edu/writingcenter/) for making online or face-to-face appointments. You may also call (270) 745-5719 during operating hours (also listed on the website) for help scheduling an appointment.

 **Learning Assistance at WKU**

The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

**Off Campus Library Support**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: <http://www.wku.edu/library/dlps/ext_camp.htm> Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

**Policy**

Students are expected to adhere to all policies contained with the MSW Handbook (<http://www.wku.edu/socialwork/msw/handbooks.php>) and the Code of Student Conduct at Western Kentucky University (<http://www.wku.edu/judicialaffairs/student-code-of-conduct.php> ).

**Professionalism**

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

**Social Media**

Privacy, confidentially and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student’s social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

**Plagiarism and Academic Dishonesty**

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of zero “0” for the assignment and/or course failure. Students should review the “Academic Offenses” section of the WKU Student Handbook at: <http://wku.edu/handbook> and the “Ethical Principles” and “Acknowledging Credit” sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

**Other**

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

**Additional References**

Baines, D. (2008). Race, resistance, and restructuring: Emerging skills in the new social

 service. *Journal of Social Work, 53*, 123-131.

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Journal*

*of Social Work, 52*, 63-70.

Chapman, D. (2007). Effectiveness of advanced illness care teams for nursing home residents with dementia. *Journal of Social Work*. *52*, 321-329.

Ciffone, J. (2007). Suicide prevention: An analysis and republication of a curriculum-based high school program. *Journal of Social Work*. *52*, 31-39.

Claiborne, N. (2004). Presence of social workers in nongovernment organizations. *Journal of Social Work*. *49*, 207-218.

Corrigan, P. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Journal of Social Work*. *52*, 31-39.

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

Dennison, S. (2007). Students' perceptions of social work: Implications for strengthening the image of social work among college students. *Journal of Social Work*. *52*, 350-360.

Dessel, A. (2006). Using intergroup dialogue to promote social justice and change. *Journal of Social Work*. *51*, 303-315.

DiFranks, N. (2008). Social workers and the NASW code of ethics: Belief, behavior, disjuncture. *Journal of Social Work*. *53*, 167-176.

Everett, J. (2007). Frontline worker perception of the empowerment process in community- based agencies. *Journal of Social work*. *52*, 151-159.

Green, R. (2007). Professional education and private practice: Is there a disconnect? *Journal of Social Work*. 52, 151-159.

Grote, N. (2007). Engaging women who are depressed and economically disadvantaged in mental health treatment. *Journal of Social work.* 52, 295-308.

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

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

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

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

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

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

NASW (2001). NASW standards for cultural competence in social work. Washington, DC: NASW.

Nybell, L. (2004). Race, place, space: The meaning of cultural competence in three child welfare agencies.  *Journal of Social Work*. *49*, 17-26.

Pollio, D (2006). Living with severe mental illness-What families and friends must know: Evaluation of a one-day psychoeducation workshop. *Journal of Social Work*. *51*, 31-38.

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

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

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

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

Zakutansky, T. J. & Sirles, E. (1993). Ethical and legal issues in field education: Shared responsibility and risk. *Journal of Social Work Education*, 29, 338-347.

Zhang, W. (2007). Information technology acceptance in the social services sector context: An exploration . *Journal of Social Work*. *52*, 221-231.

Additional texts and readings may be assigned by field instructors.

**APPENDIX A**

**SWRK 561 Weekly Schedule**

| **Week** | **Competency Focus** | **Field Assignments** |
| --- | --- | --- |
| **1** |  | * Review Syllabi
* Review/Revise Learning Plan
* Timesheets
* Practicum hours
 |
| **2** |  | * Schedule phone call with field liaison
* Practicum hours
 |
| **3** | Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | * Journal 1 Due
* Practicum hours
 |
| **4** |  | * Practicum hours
 |
| **5** | Core Competency 5: Engage in Policy Practice | * Schedule midterm visit with Field Liaison
* Journal 2 Due
* Practicum hours
 |
| **6** |  | * Practicum hours
 |
| **7** |  | * Student self-assessment due to Field Liaison
* Practicum hours
 |
| **8** | **Midterm** | * Learning Plan midterm comments due to Field Liaison
* Practicum hours
 |
| **9** | Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | * Journal 3 Due
* Practicum hours
 |
| **10** |  | * Practicum hours
 |
| **11** | Core Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities | * Journal 4 Due
* Practicum hours
 |
| **12** |  | * Schedule Final Visit
* Practicum hours
 |
| **13** | Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | * Journal 5 Due
* Schedule Final Visit
* Practicum hours
 |
| **14** | **Evaluation of student field performance** | * Final Evaluation of Field Placement- **Student keeps a copy, Liaison turns original in to the Field Office**
* Practicum hours (cannot finish hours before this week)
 |
| **Finals Week** |  | * Can be used to finish practicum hours, if needed, but hours MUST be completed by Friday of this week
 |

**Appendix B**

**SUPERVISION/FIELD JOURNAL FORMAT**

SWRK 561 requires reflective journals of the Competencies 3, 5, and 7-9. Students are expected to review Appendix D with the detailed explanation of the competencies and associated behaviors.

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

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

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

|  |  |  |
| --- | --- | --- |
| **Journal** | **Competency** | **Suggested assignment(s)** |
| **1** | **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | * SWRK 523- Change Project Part 1
 |
| **2** | **Competency 5: Engage in Policy Practice** | * SWRK 530- Social Policy Analysis Part 1, Discussion Boards 1 or 4
 |
| **3** | **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | * SWRK 523- Organizing for Change paper
* SWRK 510 (prev. semester)- Generational paper
 |
| **4** | **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | * SWRK 522- Group Facilitation assignment
 |
| **5** | **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | * SWRK 520 (prev. semester)- Video 2 Written Analysis
 |

**Appendix C**

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

|  |  |
| --- | --- |
|  **Level of Performance** |  |
| **Content** | **Failing****(0-1)** | **Failing****(2)** | **Passing with****Minimal Expectations****(3)** | **Passing****with Proficiency****(4)**  | **Passing** **with Distinction****(5)** | **Score** |
| ***Attention to details***  | •Did not submit OR submitted but incomplete •did not follow instructions; •**needs to submit or revise; requires consultation with field liaison** | •Submitted •did not follow instructions; •**revision needed; requires consultation with field liaison**  | •Submitted; •followed instructions; •**no revision needed but may need consultation with field liaison**  | •Submitted; •followed instructions; •**no revision needed; consultation with field liaison not required** | •Submitted; •followed instructions consistently in all content areas; •**no revision needed; consultation with field liaison not required** |   |
| ***Application to competency and expected behaviors*** | •Major problems or inconsistencies in requested content areas•identified no learning goals; •written response reflects little or no understanding as evidence of mastery | •Major problems with some requested content areas; •identified vague or very broad learning goals that can apply to any situation; •written response reflects low level of understanding as evidence of mastery | •Some minor problems with requested content areas;•some inconsistencies but clear identifiable learning goals; •written response reflects beginning/average level of understanding as evidence of mastery | •Minimal or no problems with requested content areas; •minimal or no inconsistencies in clearly identifying learning goals; •written response reflects above average level of understanding as evidence of mastery | •No problems with requested content areas; •consistently and clearly identifies learning goals; •written response reflects advanced level of understanding as evidence of mastery |   |
| ***Demonstrates effective written communication*** | •No written response OR written response is not clear in all or most areas; •very noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •difficult to understand; •fails to clearly cite sources and references in APA style when appropriate •**revision needed & refer to WKU Writing Center** | •Written response is not clear in multiple areas; •noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •difficult to understand; •major inconsistencies with clearly and accurately citing sources and references in APA style when appropriate •**revision needed & refer to WKU Writing Center**  | •Written response is clear; •some noticeable errors in mechanics of writing, usage of language, and sentence structure on some pages; •generally not affect understanding; •some inconsistencies with clearly and accurately citing sources and references in APA style when appropriate•**no** **revision needed but might benefit from referral to WKU Writing Center**  | •Written response is very clear; •minimal or no noticeable errors in mechanics of writing, usage of language, and sentence structure on each page;•easy to understand; •minimal or no inconsistencies in clearly and accurately citing sources and references in APA style when appropriate•**no revision needed; no referral to WKU Writing Center** | •Written response is very clear, •no noticeable errors in mechanics of writing, usage of language, and sentence structure on each page; •easy to understand; •consistently inserts and accurately cites sources and references in APA style when appropriate•**no revision needed; no referral to WKU Writing Center**  |  |
| ***Attention to*** ***self-assessment and self-reflection*** | •Fails to provide clear comments and examples in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.  | •Provides very vague, general comments and examples with major inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.  | •Provides some clear comments and examples but with some inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.  | •Provides clear comments and examples with minimal or no inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.  | •Provides very clear comments and examples with no inconsistencies in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.  |  |
|  |  |  |  |  |  | **Total** **\_\_\_\_** |

 **Field Liaison Comments:**

**Appendix D**

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

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

**Core Competencies**

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

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

Advanced generalist practitioners skillfully utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. Advanced generalist practitioners utilize ethical frameworks in practice, research, and policy arenas. Advanced generalist practitioners consider personal values and the distinction between personal and professional values. They also evaluate their personal experiences and affective reactions influence their professional judgment and behavior. Advanced generalist practitioners are grounded in the profession’s history, its mission, and the roles and responsibilities of the profession. Advanced generalist practitioners also recognize and support the role of other professions when engaged in inter-professional teams. Advanced generalist practitioners commit to life-long learning and to continually updating their skills to ensure they are relevant and effective. Advanced generalist practitioners responsibly manage emerging forms of technology and use of technology ethically in social work practice.

Advanced generalist practitioners:

* 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 a rural context;
* Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations;
* Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings;
* Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings; and
* Use supervision and consultation to guide professional judgment and behavior.
* Actively participate in professional social work associations/organizations
* Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.

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

Advanced generalist practitioners in rural settings integrate their understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. 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, geographic location, and tribal sovereign status. Advanced generalist practitioners understand that the rural practice context in which we serve further complicates the existing issues which may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced generalist practitioners:

* Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings;
* Present themselves as learners and engage rural clients and constituencies as experts of their own experiences;
* Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies; and
* Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes.

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

 Advanced generalist practitioners in rural settings are catalysts for freedom, safety, privacy, biopsychosocial spiritual needs, an adequate standard of living, health care, and education for every person regardless of position in society. Advanced generalist practitioners modify theories of human need and social justice for use in rural settings, and design strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social through strategic community organization and political advocacy.

Advanced generalist practitioners:

* Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice in rural contexts; and
* Advocate for appropriate resources and equal access to political, economic, and social power for rural clients.

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

Advanced generalist practitioners in rural settings employ quantitative and qualitative research methods at their respective roles in promoting evidence based practice and in program evaluation. Advanced generalist practitioners in rural settings understand the purpose and process of utilizing a logic model, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist practitioners understand that evidence-based practice comes from multi-disciplinary sources and multiple ways of knowing. They integrate the processes for translating research findings into effective practice.

Advanced generalist practitioners:

* Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research;
* Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
* Integrate and adapt research evidence to inform and improve practice, policy and service delivery in rural settings.

**Competency 5: Engage in Policy Practice**

Advanced generalist practitioners in rural settings 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. Advanced generalist practitioners 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. Advanced generalist practitioners understand their leadership 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. Advanced generalist practitioners 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. Advanced generalist practitioners provide leadership and support natural leaders present in advocating for policies advantageous to rural areas.

Advanced generalist practitioners:

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

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

Advanced generalist practitioners anticipate special challenges to engagement present in rural settings. They are equipped to address the closed nature of rural systems, the high level of interconnectedness in these settings, and the variable boundaries presented. The special nature of rural engagement is critical considering the challenge of dual relationships in rural areas. Effective use of personal and professional self demands that firm boundaries and limits are utilized. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies in rural settings. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with rural clients, constituencies, and other professionals as appropriate.

Advanced generalist practitioners:

* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with rural clients and constituencies; and
* Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse rural clients and constituencies ensuring informed consent.
* Discern the most appropriate engagement strategy according to each practice context.

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

Advanced generalist practitioners approach assessment from a strengths based perspective focusing on resiliency and protective factors as a basis for interventions. Advanced generalist practitioners prioritize cultural values, traditions, and unique resources of rural settings by recognizing and validating the client’s contextual world view. Advanced generalist practitioners structure assessment as 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. Biopsychosociospiritual assessments are a critical component of the overall assessment plan in rural settings. Advanced generalist practitioners critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge in the assessment of diverse rural clients and constituencies, including individuals, families, groups, organizations and communities. Advanced generalist practitioners utilize methods of assessment with diverse clients and constituencies to advance practice effectiveness. Advanced generalist practitioners recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced generalist practitioners consider how their personal experiences and affective reactions may impact their assessment and decision-making.

Advanced generalist practitioners:

* Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural 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 rural 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 in rural settings;
* Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies; and
* Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources.

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

Advanced generalist practitioners approach intervention from a strengths based perspective focusing on resiliency and protective factors as an ongoing component of the dynamic interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist practitioners prioritize cultural values, traditions, and unique resources of rural settings by recognizing and validating the client’s contextual world view. Advanced generalist practitioners adapt evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalist practitioners critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge to effectively intervene with rural clients and constituencies. Advanced generalist practitioners differentiate methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Advanced generalist practitioners value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Advanced generalist practitioners:

* Critically choose and implement interventions to achieve practice goals and enhance capacities of rural clients and constituencies;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with rural clients and constituencies;
* Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings;
* Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation.
* Negotiate, mediate, and advocate with and on behalf of diverse rural clients and constituencies; and
* Facilitate effective transitions and endings that advance mutually developed goals.

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

Advanced generalist practitioners in rural settings understand that evaluation 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. Advanced generalist practitioners recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Advanced generalist practitioners synthesize theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced generalist practitioners integrate qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Advanced generalist practitioners:

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