

**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**



**SWRK 661: Advanced Generalist Field Practicum II**  
(Taken with SWRK 622 Integrated Social Work Practice with Families class)  
**(Spring 2022)** (3 credit hours)

**Faculty Field Liaison:**

**Email:**

**Tel:**

**Office:**

**Office Hours:**

**Times/Dates:** TBD, Spring 2022 – January 18 – May 6, 2022

**Synchronous sessions via Zoom- Thursdays 2/10, 3/17, and 4/21/22- 5:30-6:30PM CST (Optional but Strongly Encouraged)**

**Location:** Field Practicum Agency

**Prerequisites:**

Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program; SWRK 620 and SWRK 660. **Co-requisite:** SWRK 622.

**Course Description**

SWRK 661 Advanced Field Practicum II (3 hours)

The capstone course, a continuation of SWRK 660. Application of advanced social work principles and practice skills in a human services environment with a specific population. Field experiences in appropriate off-campus settings are required. Students are responsible for arranging their own transportation to designated or assigned sites.

**Course Information**

This course focuses on the development of applied social work skills, knowledge, values, cognitive and affective processes for advanced direct social work practice in a rural setting. As such, it provides students with experiential learning that is consistent with an advanced field course. Students complete a total of 250 of practicum hours, including planned learning experiences. The course emphasis is on the full development of social work skills for advanced direct practice in the rural milieu. These skills reflect the application of all of MSW content: an understanding of, and ability to apply, human behavior and social theories; the use and production of social work research; an understanding of the process of, and skills in, administration; socialization into the profession that has resulted in a commitment to taking a

leadership role in the profession, including leadership with respect to social work values and ethics; and an understanding of rural communities. It also includes specific practice skills, such as effective communication; professional use of self within the rural practice milieu, including an organizational environment; resolving ethical and value dilemmas common in this milieu; differentially applying social theories and research to address constituent concerns; and practicing across systems, including in a context of economic development. Social workers with this level of skill are characterized by their commitment to promoting respect for, and peace between, persons who may not be from the same background. In other words, graduate level social workers respect, promote, and practice in accordance with an understanding of issues related to human diversity. This course serves as the capstone course required by the WKU Graduate School.

\*Due to COVID-19, the Council on Social Work Education (CSWE), has allowed a reduction of field hours for the 2021/2022 academic year. As an MSW student in the advanced year of placement, the student may select to complete a minimum of 225 hours in each semester (fall and spring), averaging about 16 hours per week. Typically students are required to complete 250 hours minimum field hour practicum. Please note that if a student takes the reduction in field hours (completing 225 hours each semester) , it can have future licensure implications in some states. The student is advised to review the licensure requirements regarding field education hours in all states they may work in the future. The WKU Department of Social Work encourages students not to select the reduction in field hours due to potential licensure implications in other states. Students can talk with their Field Liaison or with the Field Director if they have any questions about reduced field hours.

### **Required Text/Reading**

Van Hook, M. (2019). *Social work practice with families: A resiliency based approach* (3rd ed.). Chicago, IL: Lyceum Books

SWRK 661 specifically links with SWRK 622 – Integrated Social Work Practice with Families. Refer to current SWRK 622 syllabus for text and required readings.

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

### **Recommended Text/Reading:**

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

Kirst-Ashman, K. K., & Hull, G. H. (2000). *Macro skills workbook: A generalist approach* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

Rothman, J., Erlich, J., & Tropman, J. E. (2001). *Strategies of community intervention* (6<sup>th</sup> ed.). Itasca, IL: Peacock.

Tropman, J. E., Erlich, J. L., & Rothman, J. (2001). *Tactics and techniques of community intervention* (4<sup>th</sup> ed.). Itasca, IL: Peacock Publishers.

Additional texts may be assigned by field instructors and liaisons.

**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 Specialized Practice as the following:

Specialized practice builds upon generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization (EPAS, 2015, p. 12).

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

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

[The Council on Social Work Education \(CSWE\)](#) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is [Advanced Generalist Practice in Rural Settings](#). Our program faculty have developed nine (9) unique competencies

that are the focus for the specialized year curriculum. Please review the competencies at [WKU MSW Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

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.

<b>2015 Competencies Addressed in Course</b>	<b>Course Assignments Addressing Behaviors</b>	<b>Course Learning Outcomes</b>	<b>Competency Dimension</b>
Competency 1: Demonstrate Ethical and Professional Behavior	Learning Plan Tasks	2	Values
	Field Practicum	3, 4, 5	Values, Skills, Cognitive & Affective Processes
	Field Evaluation	2, 3, 4	Values, Skills
Competency 2: Engage Diversity and Difference in Practice	Learning Plan Tasks	2, 3	Values
	Field Practicum	2, 3, 4, 5	Values, Skills, Cognitive & Affective Processes
	Field Evaluation	4	Skills
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Learning Plan Tasks	3	Values
	Field Practicum	2, 3, 4	Values, Skills
	Field Evaluation	3, 4	Values, Skills
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Learning Plan Tasks	1, 2, 4	Knowledge, Values, Skills
	Reflective Field Journal	1, 5	Knowledge, Cognitive & Affective Processes
	Field Practicum	2, 4	Values, Skills
	Field Evaluation	2, 4	Values, Skills
Competency 5: Engage in Policy Practice	Learning Plan Tasks	1, 3	Knowledge, Values
	Reflective Field Journal	1, 5	Knowledge, Cognitive & Affective Processes
	Field Practicum	2, 3	Values
	Field Evaluation	1, 4	Knowledge, Skills

2015 Competencies Addressed in Course	Course Assignments Addressing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	4	Skills
	Field Practicum	4, 5	Skills, Cognitive & Affective Processes
	Field Evaluation	2, 4	Values, Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	1, 4	Knowledge, Skills
	Reflective Field Journal	1, 4, 5	Knowledge, Skills, Cognitive & Affective Processes
	Field Practicum	4, 5	Skills, Cognitive & Affective Processes
	Field Evaluation	1, 4	Knowledge, Skills
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	1, 4	Knowledge, Skills
	Reflective Field Journal	1, 4, 5	Knowledge, Skills, Cognitive & Affective Processes
	Field Practicum	4, 5	Skills, Cognitive & Affective Processes
	Field Evaluation	1, 4	Knowledge, Skills
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	1, 4	Knowledge, Skills
	Reflective Field Journal	1, 4, 5	Knowledge, Skills, Cognitive & Affective Processes
	Midterm Student Self-Assessment	5	Cognitive & Affective Processes
	Field Practicum	4, 5	Skills, Cognitive & Affective Processes
	Field Evaluation	1, 4	Knowledge, Skills

### Learning Outcomes

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

#### Knowledge

1. Demonstrate knowledge and understanding of competencies 4, 5, and 7-9 connecting field experiences to the competencies.

#### Values

2. Demonstrate professional and ethical practices and principles in the field practicum.
3. Engage in activities that promote justice at all levels.

### **Skills**

4. Demonstrate ability to provide and evaluate best practice strategies when providing services in rural areas.

### **Cognitive & Affective Processes**

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

## **Course Requirements**

### **Enrollment in Integrated Social Work Practice with Families (SWRK 622) is co-requisite with this course.**

Specific assignments in SWRK 622 draw upon students' field placement experiences. If a student elects—or is asked—to withdraw from either Integrated Social Work Practice with Families (SWRK 622) or Advanced Generalist Field Practicum II (SWRK 661), he/she must withdraw from both.

### **Field Hours for SWRK 661:**

Advanced standing students who did not complete their BSW at WKU in the last 7 years are required to complete pre-field training consisting of reading and submitting six assignments to their Faculty Field Liaison prior to beginning their field placement. The Faculty Liaison will review the assignments and approve students to start placement or request revisions before students can start their placement. Please email your liaison if you have any questions.

- The Council on Social Work Education (CSWE) has allowed a reduction of field hours through May 2022. Due to the allowance by CSWE, SWRK 660 students may choose to complete the reduction of 225 hours in their field placement for Spring 2022. Some states require the minimum 900 field practicum hours to obtain MSW licensure post-graduation, which students will obtain without selecting the reduced hours. For this reason, the WKU field office recommends SWRK 660/661 students to complete the 250 field practicum hours each semester rather than the reduced hours as it can have licensure implications in states where students may practice in the future.

### **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.

**Synchronous Class Sessions-** This course also includes 3 synchronous 1-hour sessions for the field students, facilitated by the field liaison. Students are strongly encouraged to attend as they can count the time in their field hours and the information in the session will be pertinent to professional practice in the field.

**Students are expected to adhere to all policies contained in the MSW Field Manual.** Current field manuals can be found [here](#).

**Field Timesheets:**

Timesheets must be completed for each week in field placement and are turned in to the Faculty Field Liaison by the 7<sup>th</sup> day of each month for the previous month. 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. Students will complete timesheets in Sonia, the field software program.

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 learning plan evaluation (including tasks) will be created and submitted electronically via Sonia, the field software program. Students may not continue accruing field hours after the 4<sup>th</sup> week of field without an approved learning plan in place.

The student must keep the learning plan until the end of the second semester of field. Once the final evaluation of the field year is completed, the liaison will turn in the completed form (with all signatures) to the Field Office.

**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 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 student field visits.

## **Description of Course Assignments**

### **Reflective Field Journals**

Students must complete, on time, five journals related to Competencies 4, 5, and 7-9 of their learning plan. These journals link to their field setting and required competencies.

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

Journals serve the purpose of:

- Relating relevant professional practice information as well as course content 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. Points will be deducted for each day the journal is late.

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

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

### **Student Self-assessment**

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

### **Evaluation and Grading**

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

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

Students must pass with a "2" grade or higher in each competency on their learning plan in SWRK 660 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 661 in order to pass the course.

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 SWRK 661.

### **Public Health**

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all

times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

### **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](mailto: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. Visit the WKU Writing Center website found [here](#) 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.

### **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: [WKU Libraries](#)  
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 ([MSW Student Handbook](#)) and the [Code of Student Conduct](#) at Western Kentucky University.

### **Professionalism**

The [NASW Code of Ethics](#) 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, confidentiality 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](#) and the "Ethical Principles" and "Acknowledging Credit" sections of the [NASW Code of Ethics](#).

### **Other**

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

## Additional References

- Baird, S. L., Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clinical Social Work Journal*, 49, 10–19. <https://doi.org/10.1007/s10615-019-00739-7>
- Barsky, A. E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*, 35(1), 8-19. <https://doi.org/10.1080/15228835.2017.1277906>.
- 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>
- Damen, H. R., Veerman, J.W., Vermulst, A. A., van Pagée, R., Nieuwhoff, R., Scholte, R. H. J. (2019). Parental empowerment and child behavioral problems during youth care involvement. *Child & Family Social Work*, 24 (4), 467-476. <https://doi.org/10.1111/cfs.12626>.
- 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.
- DeVylder, J.E. (2016). Preventing schizophrenia and severe mental illness: A grand challenge for social work. *Research on Social Work Practice*, 26, (4), 449-459. <https://doi.org/10.1177/1049731515622687>
- 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.
- Hoefler, R. & Sliva, S. M. (2014). Assessing and augmenting administration skills in nonprofits: An exploratory mixed methods study. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 246-257. <https://doi.org/10.1080/23303131.2014.892049>

- Kaplan, D. B. & Andersen, T. C. (2013.) The transformative potential of social work's evolving practice in dementia care. *Journal of Gerontological Social Work*, 56(2), 164-176. <https://doi.org/10.1080/01634372.2012.753652>
- LaBrenz, C. A., O’Gara, J. L., Panisch, L. S., Baiden, P. & Larkin, H. (2020) Adverse childhood experiences and mental and physical health disparities: the moderating effect of race and implications for social work, *Social Work in Health Care*, 59(8), 588-614, <https://doi.org/10.1080/00981389.2020.1823547>
- Lopez, A. (2014) Social work, technology, and ethical practices: A review and evaluation of the national association of social workers’ technology standards. *Social Work in Health Care*, 53(9), 815-833, DOI: [10.1080/00981389.2014.943454](https://doi.org/10.1080/00981389.2014.943454)
- Lusk, M., Terrazas, S., & Salcido, R. (2017) Critical cultural competence in social work supervision, human service organizations: Management, leadership & governance, 41(5), 464-476. <https://doi.org/10.1080/23303131.2017.1313801>
- Megivern, D. (2007). Quality of care: Expanding the social work dialogue. *Journal of Social Work*. 52, 115-124.
- Murdach, A. (2007). Situational approach to direct practice: Origin, decline. *Journal of social Work*. 52, 211-218.
- NASW (2021). Code of ethics of the National Association of Social Workers. Washington, DC: NASW.
- NASW (2015). NASW standards for cultural competence in social work. Washington, DC: NASW.
- Reamer, F. (2018). *Social work values and ethics*. Columbia University Press. <https://doi.org/10.7312/ream18828>
- Ruffalo, M. L. (2016). The social worker, psychotropic medication, and right to refuse, *Social Work*, 61, (3), 271–272. <https://doi.org/10.1093/sw/sww027>
- Scott, M. (2021). Integration of cognitive behavioral therapy for suicide prevention in social work practice. *Research on Social Work Practice*. 31(2), 194-204. <https://doi.org/10.1177/1049731520974757>
- Smith, D. K., Chamberlain, P. & Deblinger, E. (2012). Adapting multidimensional treatment foster care for the treatment of co-occurring trauma and delinquency in adolescent

girls. *Journal of Child and Adolescent Trauma*, 5, 224–238.  
<https://doi.org/10.1080/19361521.2012.697101>

Varghese, R. (2020) Intergroup dialogue: frequencies of social justice. *Social Work with Groups*, 43(1-2), 109-113. <https://doi.org/10.1080/01609513.2019.1639976>

Wagaman, M. A., Geiger, J. M., Shockley, C., Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60, (3), 201–209. <https://doi.org/10.1093/sw/swv014>

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

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 661 Weekly Schedule**

<b>Week</b>	<b>Competency Focus</b>	<b>Field Assignments</b>
<b>1</b> 1/18- 1/23/22		<ul style="list-style-type: none"> <li>• Review Syllabi</li> <li>• Review/Revise Learning Plan</li> <li>• Timesheets</li> <li>• Practicum hours</li> </ul>
<b>2</b> 1/24- 1/30/22		<ul style="list-style-type: none"> <li>• Schedule contact with Field Liaison</li> <li>• Practicum hours</li> </ul>
<b>3</b> 1/31- 2/6/22	Core Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> <li>• Journal 1 Due</li> <li>• Practicum hours</li> </ul>
<b>4</b> 2/7- 2/13/22		<ul style="list-style-type: none"> <li>• Practicum hours</li> <li>• <b>Synchronous Session- Thursday 2/10/22- 5:30-6:30PM CST</b></li> </ul>
<b>5</b> 2/14- 2/20/22	Core Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Schedule midterm contact with Field Liaison</li> <li>• Journal 2 Due</li> <li>• Practicum hours</li> </ul>
<b>6</b> 2/21- 2/27/22		<ul style="list-style-type: none"> <li>• Work on self-assessment and discuss with Field Instructor</li> <li>• Practicum hours</li> </ul>
<b>7</b> 2/28- 3/6/22		<ul style="list-style-type: none"> <li>• Student self-assessment due to Field Liaison</li> <li>• Practicum hours</li> </ul>
<b>8</b> 3/8- 3/13/22	<b>Midterm</b>	<ul style="list-style-type: none"> <li>• Learning Plan midterm comments due to Field Liaison</li> <li>• Practicum hours</li> <li>• <b>Synchronous Session- Thursday 3/17/22- 5:30-6:30PM CST</b></li> </ul>
<b>9</b> 3/14- 3/20/22	Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Journal 3 Due</li> <li>• Practicum hours</li> </ul>
<b>10</b> 3/21- 3/27/22		<ul style="list-style-type: none"> <li>• Practicum hours</li> </ul>

<b>11</b> 3/28- 4/3/22	Core Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Journal 4 Due</li> <li>• Practicum hours</li> </ul>
<b>12</b> 4/4- 4/10/22		<ul style="list-style-type: none"> <li>• Schedule Final Visit</li> <li>• Practicum hours</li> </ul>
<b>13</b> 4/11- 4/17/22	Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Journal 5 Due</li> <li>• Schedule Final Visit</li> <li>• Practicum hours</li> </ul>
<b>14</b> 4/18- 4/24/22		<ul style="list-style-type: none"> <li>• Practicum hours</li> <li>• <b>Synchronous Session- Thursday 4/21/22- 5:30-6:30PM CST</b></li> <li>•</li> </ul>
<b>15</b> 4/25- 5/1/22	<b>Final evaluation of student field performance</b>	<ul style="list-style-type: none"> <li>• Final Field Evaluation - <b>Student keeps a copy, Liaison turns original in to the Field Office</b></li> <li>• Practicum hours (cannot finish hours before this week)</li> </ul>
<b>16</b> 5/2- 5/6/22 <b>Finals Week</b>		<ul style="list-style-type: none"> <li>• Can be used to finish practicum hours, if needed, but hours <b>MUST</b> be completed by Friday of this week</li> </ul>



## Appendix B

### SUPERVISION/FIELD JOURNAL FORMAT

SWRK 661 requires reflective journals of the Competencies 4, 5, and 7-9. Students are expected to review the [WKU MSW Advanced Generalist Competencies and Behaviors](#) for the detailed explanation of the competencies and associated behaviors.

Write a 750-1200 word or 5–10-minute video reflective journal relating your field practicum experience and the assigned competency (see the list below for the competency to be covered in each journal). Students should also include a reflection on their self-care plan.

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

- Relate the assignment to the competency for this journal
  - Discuss your understanding of this competency and the related behaviors. See [WKU MSW Advanced Generalist Competencies and Behaviors](#).
  - 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?
- Review of your current self-care plan
  - What have you done for self-care?
  - What worked? What was a barrier/obstacle for self-care during this time?
  - Do you anticipate any upcoming barriers to self-care? How will you overcome these obstacles? What is your plan for self-care emergencies?
  - How will your plan change?
  - How will you track the progress of your self-care plan?

Journal	Competency
1 Written or Video	Competency 4: Engage in Practice-informed Research and Research-informed Practice
2 Written or Video	Competency 5: Engage in Policy Practice
3 Written or Video	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<b>Journal</b>	<b>Competency</b>
<b>4 Written or Video</b>	<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
<b>5 Written or Video</b>	<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>

## Appendix C

### WKU SW 660/661 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
<i>Attention to details</i>	<ul style="list-style-type: none"> <li>•Did not submit OR submitted but incomplete</li> <li>•did not follow instructions;</li> <li>•needs to submit or revise; requires consultation with field liaison</li> </ul>	<ul style="list-style-type: none"> <li>•Submitted</li> <li>•did not follow instructions;</li> <li>•revision needed; requires consultation with field liaison</li> </ul>	<ul style="list-style-type: none"> <li>•Submitted;</li> <li>•followed instructions;</li> <li>•no revision needed but may need consultation with field liaison</li> </ul>	<ul style="list-style-type: none"> <li>•Submitted;</li> <li>•followed instructions;</li> <li>•no revision needed; consultation with field liaison not required</li> </ul>	<ul style="list-style-type: none"> <li>•Submitted;</li> <li>•followed instructions consistently in all content areas;</li> <li>•no revision needed; consultation with field liaison not required</li> </ul>	
<i>Application to competency and expected behaviors</i>	<ul style="list-style-type: none"> <li>•Major problems or inconsistencies in requested content areas</li> <li>•identified no learning goals;</li> <li>•<u>written response reflects little or no understanding as evidence of mastery</u></li> </ul>	<ul style="list-style-type: none"> <li>•Major problems with some requested content areas;</li> <li>•identified vague or very broad learning goals that can apply to any situation;</li> <li>•<u>written response reflects low level of understanding as evidence of mastery</u></li> </ul>	<ul style="list-style-type: none"> <li>•Some minor problems with requested content areas;</li> <li>•some inconsistencies but clear identifiable learning goals;</li> <li>•<u>written response reflects beginning/average level of understanding as evidence of mastery</u></li> </ul>	<ul style="list-style-type: none"> <li>•Minimal or no problems with requested content areas;</li> <li>•minimal or no inconsistencies in clearly identifying learning goals;</li> <li>•<u>written response reflects above average level of understanding as evidence of mastery</u></li> </ul>	<ul style="list-style-type: none"> <li>•No problems with requested content areas;</li> <li>•consistently and clearly identifies learning goals;</li> <li>•<u>written response reflects advanced level of understanding as evidence of mastery</u></li> </ul>	
<i>Demonstrates effective written communication</i>	<ul style="list-style-type: none"> <li>•<u>No written response OR written response is not clear</u> in all or most areas;</li> <li>•very noticeable errors in mechanics of writing, usage of language, and</li> </ul>	<ul style="list-style-type: none"> <li>•<u>Written response is not clear</u> in multiple areas;</li> <li>•noticeable errors in mechanics of writing, usage of language, and</li> </ul>	<ul style="list-style-type: none"> <li>•<u>Written response is clear</u>;</li> <li>•some noticeable errors in mechanics of writing, usage of language, and</li> </ul>	<ul style="list-style-type: none"> <li>•<u>Written response is very clear</u>;</li> <li>•minimal or no noticeable errors in mechanics of writing, usage of language, and</li> </ul>	<ul style="list-style-type: none"> <li>•<u>Written response is very clear</u>,</li> <li>•no noticeable errors in mechanics of writing, usage of language, and</li> </ul>	

	<p>sentence structure on each page;</p> <ul style="list-style-type: none"> <li>•difficult to understand;</li> <li>•<u>fails to clearly cite</u> sources and references in APA style when appropriate</li> </ul> <p><b>•revision needed &amp; refer to WKU Writing Center</b></p>	<p>sentence structure on each page;</p> <ul style="list-style-type: none"> <li>•difficult to understand;</li> <li>•major inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate</li> </ul> <p><b>•revision needed &amp; refer to WKU Writing Center</b></p>	<p>sentence structure on some pages;</p> <ul style="list-style-type: none"> <li>•generally not affect understanding;</li> <li>•some inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate</li> </ul> <p><b>•no revision needed but might benefit from referral to WKU Writing Center</b></p>	<p>sentence structure on each page;</p> <ul style="list-style-type: none"> <li>•easy to understand;</li> <li>•minimal or no inconsistencies in clearly <u>and</u> accurately citing sources and references in APA style when appropriate</li> </ul> <p><b>•no revision needed; no referral to WKU Writing Center</b></p>	<p>sentence structure on each page;</p> <ul style="list-style-type: none"> <li>•easy to understand;</li> <li>•consistently inserts <u>and</u> accurately cites sources and references in APA style when appropriate</li> </ul> <p><b>•no revision needed; no referral to WKU Writing Center</b></p>	
<i>Attention to self-assessment and self-reflection</i>	<ul style="list-style-type: none"> <li>•<u>Fails to provide clear comments and examples</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides <u>very vague, general comments and examples with major inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides <u>some clear comments and examples</u> but with <u>some inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides <u>clear comments and examples with minimal or no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides <u>very clear comments and examples with no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.</li> </ul>	
						<b>Total</b> _____

**Field Liaison Comments:**