**DEPARTMENT OF SOCIAL WORK**

**WESTERN KENTUCKY UNIVERSITY**

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|  **WKU News**  ***SWRK 480/481: Social Work Practicum I and Field Seminar I* (3 credit hours) XXX Semester**  |
| **Instructor Office: XXX****Email:** **XXX@** **wku.edu Office Hours: XXX** **Phone: 270.745xxx**  |
| **Class Day/Times:**  |
| **Location:**  |

**Course Description**

SWRK 480 Social Work Field Practicum I Prerequisites: SWRK 345, 378, 381, field director approval and senior standing. Co requisite: SWRK 481 – Social Work practice experience in a social service agency (Grading: Pass/Fail)

SWRK 481 Prerequisites: Social Work Field Seminar I Prerequisites: SWRK 345, 378, 381, and admission to the field internship, and senior standing. Co requisite: SWRK 480: Integration of the knowledge, skills, values, and experiences gained in the internship.

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

**Required Texts**

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

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

**Recommended Resources**

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

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

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

**BSW Mission Statement**

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

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

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

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

**Learning Outcomes**

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

Knowledge

1. Articulate knowledge of the human service delivery network within which agency functions and within which they interact on behalf of client systems.

Values

1. Integrate social work values and ethics, including planning for continued professional development.

Skills

1. Competently utilize the planned change process with diverse client systems of various sizes.
2. Appropriately utilize consultation and supervision.

Cognitive/Affective

1. Integrate environment, social policy, social service delivery systems, and client systems.

**CSWE EPAS Core Competencies for BSW Education**

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

Topical Outline:

 **Unit I: Introductions** **and Course Overview**

 A. Introductions and Review of Course Outline and Expectations.

B. Review of Generalist Practice.

C. Preview of Learning Plan and Evaluation

 **Unit II: Introduction to Field Instruction**

 A. Field Instruction: An Opportunity for Application

 B. CSWE and BSW Program Requirements/Competencies and Behaviors

 C. Learning Plan/Evaluation (bring to class)

 D. Roles and Responsibilities for Field Learning

 1. Social Work Faculty

 a. Field liaison

 b. Academic advisor

 2. Field Agency Staff

 a. Field Instructor/Task Supervisor

 b. Student

 **Unit III: Entering the Organization and Learning through Supervision**

1. Understanding Organizational Culture and Practice

 B. Supervisors’ Expectations of Workers

 1. Malpractice Insurance

1. Field Safety
2. HIPAA
3. Workers’ Expectations of Supervisor
4. Blocks to Effective Communication with Supervisors

 **Unit IV: Ethical and Professional Behavior**

1. Ethical Dilemmas
2. Organizational Response to Ethical Dilemmas
3. Legalities and Social Work
4. Specific Laws Regulating Your Organization

**Unit V: Contexts of Practice**

1. Public Sector/Private Sector/Social/Nonprofit Sector
2. Policy
3. State
4. Federal Legislation
5. Administrative Regulations
6. Board of Directors
7. Organizational Funding, Structures, and Functions
8. Service Provision
9. Facility Compliance with ADA, HIPAA, etc.

  **Unit VI: Safety**

1. Background and Context
2. Reducing Risk of Harm

**STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

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

**Grading Scale for Field Practicum**

SWRK 480

Pass = 1.5-3 points for each competency rating on the learning plan/evaluation

Fail = 1 point or below in ANY competency rating on the learning plan/evaluation

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

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

**Grading Scale for Field Seminar**

Assignment Points

Learning Plan 5 points

Integrative Field Journals 50 points

Agency Assessment 15 points

Policy/Project Proposal 10 points

Policy/Project Proposal Presentation 5 points

Seminar Facilitation 10 points

Professionalism 5 points

**TOTAL**  100 points

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| **EVALUATION & GRADING**

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

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**LEARNING PLAN** **(5 pts)** The Learning Plan is the student’s first required assignment. It includes multiple tasks designed by the WKU Field faculty to support students in achieving competency in behaviors associated with generalist social work practice. Additional tasks relevant to the student’s learning needs and learning opportunities within the agency and its community are developed by the student and Field Instructor during the first four weeks of the student’s field placement. During the first field seminar session, the faculty Field Liaison (the Field Seminar Instructor) will discuss development of the Learning Plan (see Field Manual) and give instructions regarding its completion. Through the Learning Plan, students are expected to design, with Field Instructor input, a well-rounded, focused field experience that will assure that the student achieves required field competencies.

A Learning Plan is not considered complete until the student, Field Instructor, and faculty Field Liaison have reviewed the plan and signed it. Students and Field Instructors may make changes to the Learning Plan based upon the realities of field learning opportunities and the specific learning needs of the student, but all changes to the signed Plan must be approved by the faculty Field Liaison. ***Student may not continue accruing field hours after the 4th week of field placement without an approved learning plan in place.***

The Learning Plan should be regularly reviewed and consulted throughout the student’s field experience. At the end of the student’s first semester placement (SWRK 480), the Plan must be reviewed and revised, as needed, to reflect changes in learning needs and agency learning opportunities.

**INTEGRATIVE FIELD JOURNALS (50 pts)** Students are required to submit five substantive field journals each semester. Each journal will address a CSWE competency area. Journals will be graded using a rubric provided by the field liaison. Students must pass all journal assignments with at least a score of 7 in order to show competency in each area. A journal receiving a score of 6 or below must be rewritten until a 7 is obtained, though the original score will be recorded in the gradebook.

**ORIENTATION/AGENCY ASSESSMENT PAPER (15 pts).** This assignment allows students to critically study the structure of their field agency. In so doing, they will see how their agency has strengths (and potential shortcomings) in various areas, and the impacts of organization, policy, legal and community contexts. This assignment also gives students practice in developing a professional written document. (See Appendix B for further guidelines. A rubric for assessing the quality of this assignment will also be posted to Blackboard and discussed in class.)

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – PROPOSAL PAPER (10 pts)** Students complete a mezzo/macro project proposal as part of their first semester field instruction seminar work and implement the project during Semester 2. This assignment requires students to think critically about pertinent social welfare policies and research activities relevant to work within their field agencies and to use a planned change model for mezzo/macro practice. (See Appendix C for further guidelines. A rubric for assessing the quality of his assignment will also be posted to Blackboard and discussed in class.)

**SOCIAL WELFARE POLICY-MEZZO/MACRO PROJECT – PROPOSAL PRESENTATION (5 pts)** Students deliver a brief, professional presentation of their *Social Welfare Policy-Mezzo/Macro Project – Proposal Paper* to their peers. (See Appendix D for further guidelines. A rubric for assessing the quality of this assignment will also be posted to Blackboard and discussed in class.)

**SEMINAR FACILITATION (10 pts)** Each student will be expected to present and lead a discussion on one of the nine competencies as described by the Council on Social Work Education’s (CSWE) in its Educational Policy and Accreditation Standards (EPAS). (A rubric for assessing the quality of this presentation will be posted to Blackboard and discussed in class.)

**PROFESSIONALISM (5 pts)** Active, skilled engagement is expected of students during seminar meetings. Group norms will be established in the first seminar session and students will be provided with a professionalism rubric outlining expectations. (A rubric for assessing the quality of this assignment will be posted to Blackboard and discussed in class.)

Students must successfully complete both SWRK 480 (Social Work Field Practicum I) with a pass. Students must successfully complete SWRK 481 (Social Work Field Seminar I) with a “C” grade or higher. Failure to successfully pass both courses in the first semester will result in repeating both SWRK 480/481.

**Academic Integrity**

The WKU Undergraduate Catalog (2016-2017) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes o

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

**Student Accessibility Resource Center**

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

**WKU’s Title IX Sexual Misconduct/Assault Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

<https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

**Learning Assistance at WKU**

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

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

**Disclaimer**

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

Appendix A

**Assignment Guidelines**

**Supervision/Field Journal Format**

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

SWRK 481 requires reflective journals of the Competencies 1, 2, 3, and 4. Each journal asks students to articulate basic knowledge about one of nine competency areas, relate it to a prior social work course assignment and then address how the associated knowledge and skills are (or might be) applied in field. The 9 core competency areas are the same 9 competencies listed on the course syllabus (Appendix E) and can be found in the [Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) 2015](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx).

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

**Assignment Instructions:**

1. Each reflective journal should be at least 2 full, double-spaced pages.
2. Each entry should relate your field practicum experience and the assigned competency (see the list below for the competency to be discussed in each journal.
3. Writing should be clear, well-organized, and in appropriate voice (i.e., personalized, but professional – formal tone (i.e., without contractions and not written in second person). Spelling and grammar should be accurate.
4. Review Appendix E with the detailed explanation of the competencies and associated behaviors.
5. **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 E.
	+ 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 what you are doing well in your field placement.
	+ How have your experiences challenged you/helped you grow as a professional Bachelors 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 Bachelors level social worker in training?

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| **Journal** | **Competency** | **Suggested assignment(s)** |
| **1** | **Competency 1: Demonstrate Ethical and Professional Behavior** (Ethics discussion) | * SWRK 330- Reamer’s strategies for ethical dilemma exercise
* SWRK 381- Community Event Paper; Community Assessment Project
 |
| **2** | **Competency 1: Demonstrate Ethical and Professional Behavior** (Professionalism discussion) | * SWRK 330- In Class Group Presentation
* SWRK 375- Psychosocial Interview
* SWRK 379- Interview One; Interview Two
 |
| **3** | **Competency 2: Engage Diversity and Difference in Practice** | * SWRK 375- Cultural Competency Paper; Family of Origin Paper; Client Profile Assignment
* SWRK 379- Learning Logs; Interview Analysis Assignment
 |
| **4** | **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | * SWRK 331- Environmental Justice Group Project; Case Studies 1, 2, 3
* SWRK 378- Final Group Presentation
* SWRK 395- Policy Issues Analysis Paper
 |
| **5** | **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | * SWRK 345- Research Project and Presentation
* SWRK 381- Community Assessment Project; Organizational Development Project
 |

Appendix B

**Assignment Guidelines**

**ORIENTATION/AGENCY ASSESSMENT PAPER**

As part of the integration of field experiences, each student must complete an Orientation/Agency Assessment Paper as follows:

1. Identify the **practicum agency** (including the specific unit to which you are assigned, if appropriate), type of agency (public, private, nonprofit) and your professional role(s) – i.e. broker, mediator, etc.
2. What is the agency’s **mission? Vision? Values?**
3. Describe the formal (training sessions, manuals, workshops) and informal (conversation with colleagues, supervisor, etc.) **orientation processes**. Discuss the content provided during the orientation process.
4. Discuss your **reactions to the orientation processes** in which you participated. What did you find helpful? What did you find unclear?
5. How will you **find answers** to items you found confusing or unclear?
6. Describe the source(s) (i.e., board of directors; specific state and/or federal legislation, etc.) of the **policies which guide** your agency and briefly describe the major policies guiding your program services.
7. Describe the **organizational** **structure** of your practicum agency. Identify the levels of formal decision-making within the organization. Where does your assigned unit fit within this structure? Where does your professional role fit within this hierarchy?
8. Identify your agency’s **funding source(s)** and any significant changes in funding the agency has experienced over the last five years.
9. Identify the **regulatory groups** (organizations that periodically inspect, review, and evaluate various aspects of the agency’s activities) to which your agency must be accountable.
10. Describe the **cultural/ethnic diversity represented** on your agency board of directors (or county, state and/or regional executives, if public agency) and among the agency staff. Describe the cultural/ethnic diversity represented among the clients served by your agency. Discuss your reactions to these two sets of demographics.

Appendix C

**Assignment Guidelines**

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

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

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

Appendix D

**Assignment Guidelines**

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

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

**TO ADD TO THE POSTER PRESENTATION IN SEMESTER 2**

1. **Analyses of Results:** How were the results evaluated? Attention should be paid to issues of human diversity in this section. That is, did results appear to differ by race/ethnicity, age, gender, class or other population characteristics?
2. **Implications for Social Work Practice:** What did you learn about the agency's services, program operations or her/his own practice skills from this project? What issues should be the focus of further research? What are the policy implications related to this project?

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

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

**WKU SWRK 480/481 Field Practicum Journal Grading Rubric**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Level | of | Performance |  |  |  |
| **Content** | **Failing****(0)** | **Failing****(0.5)** | **Passing with****Minimal Expectations****(1.0)** | **Passing****with Proficiency****(1.5)**  | **Passing** **with Distinction****(2.0)** | **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 practice 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 |   |
| ***Integrates multiple sources of knowledge*** | •Fails to clearly identify and integrate content •fails to clearly identify examples of relevant published work•no mention or very vague references to feedback from field instructor OR field liaison  | •Major inconsistences in identifying and integrating content •very vague references to published work•vague or very minimal references to feedback from field instructor OR field liaison  | •Some inconsistencies in identifying and integrating content, but does not affect general understanding•identifies 1 specific example of relevant published work•some references to feedback from field instructor OR field liaison  | •Minimal or no inconsistencies in identifying and integrating content •identifies 2 specific examples of relevant published work•clear references to feedback from field instructor OR field liaison  | •Consistently identifies and integrates content •identifies 3 specific examples of relevant published work•consistently references feedback from field instructor OR field liaison  |  |
| ***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 E**

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

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

**Core Competencies**

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

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

* Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
* Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
* Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
* Use technology ethically and appropriately to facilitate practice outcomes; and
* Use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identify. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

* Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
* Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
* Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

* Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
* Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

* Use practice experience and theory to inform scientific inquiry and research;
* Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
* Use and translate research evidence to inform and improve practice, policy and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
* Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

* Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
* Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
* Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

* Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
* Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
* Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
* Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
* Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

**Appendix F**

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