



Social Work Program Field Education Manual

For Students, Agency Supervisors and University Instructors

Senior Practicum: Senior Social Work Practicum (SWK 497)

Junior Practicum: Generalist Practice Lab (SWK 326)

Fall 2020 – Spring 2021

NOTE: Due to the COVID-19 Pandemic, the CSWE has modified several Field Education Policies. These revisions are included in this Manual and are valid for the AY 2020-2021 only.

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2020-2021 SOCIAL WORK FIELD EDUCATION CORE FACULTY

Social Work Program Director:

Rebecca Davison, MSW
 RAH 347 (office) 606 783 2446
 r.davison@moreheadstate.edu

Field Education Director/Prestonsburg Campus Facilitator:

Deirdra Robinson, MSW
 PBURG 209 (office) 606 783 9226
 d.robinson@moreheadstate.edu

Additional Campus Facilitators:

Ashley Spencer, LCSW – Mt Sterling Campus Facilitator
 MTS 8 (office) 606 783 8854
 a.spencer@moreheadstate.edu

Mary Claire Williams, MSW – Ashland Campus Facilitator
 ASH L282 (office) 606 783 8701
 mc.williams@moreheadstate.edu

Field Education Faculty:

Paul Susan, MSW (MT Sterling & Morehead Campuses)
 RAH 333 606 783 9566 p.susan@moreheadstate.edu

Angela Blankenship, MSW (Ashland & Prestonsburg Campuses)
 PBURG 210 606 783 9227 amblankenship2@moreheadstate.edu

INTRODUCTION TO FIELD EDUCATION

The Social Work Program at Morehead State University is structured and implemented according to the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). In addition, every social work class emphasizes the National Association of Social Workers Code of Ethics. The mission and goals of the Morehead State Social Work Program are found in the BSW Student Handbook.

Field Education is the signature pedagogy of any social work education program. The goal of both the junior (SWK 326) and the senior (SWK 497) social work practicum placements is to allow the student ethical and diverse practice opportunities which culminate in the student's ability to demonstrate mastery of the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). Field internship learning contracts and evaluation tools are centered on the core generalist practice competencies and practice behaviors within the agency contexts of the students' internship placements. University Field Education faculty and Agency Supervisors collaborate on the development of responsibilities and tasks in the agency that address each competency. Competencies and practice behaviors are assessed from a basic professional expectation in the junior year placement, while the senior placement is evaluated with a more robust expectation of student-demonstrated mastery of skills and knowledge. Specific goals of Field Education include:

1. To provide the student with the opportunity to integrate classroom learning and field experiences through the use of applied practice skills to micro, mezzo, and macro levels of practice.
2. To develop the student's ability to operationalize the theoretical knowledge base of the generalist approach to practice in order to prevent, alleviate, or resolve problems in social functioning.
3. To assist the student in the appropriate application of basic generalist practice skills in helping relationships.
4. To provide the student with the type of educational experience that is best suited to his or her individualized needs for personal and professional development through the utilization of a variety of agencies and practice settings.
5. To assist the student in actualizing social work values and ethical principles in practice situations, particularly those helping relationships that involve the specialized needs and/or sensitivity of gender-related, racial, sexual orientation, ethnic, cross-cultural, and/or minority issues, and to enhance the student's ability to resolve situational value conflicts.
6. To identify and maximize individualized student strengths, and to recognize and address student needs and limitations which will assist the student in professional development through the interaction of the student and experienced professional social workers.
7. To assist the student in developing his or her role as a beginning-level professional social worker by achieving an appropriate balance between self-initiative and the utilization of supervision and consultation.
8. To effect further growth in the student's self-awareness through the evaluation of his or her own progress and limitations, and to enhance a commitment to continued personal and professional development throughout the individual's professional career.

RESPONSE TO COVID-19 PANDEMIC: ADDED ASSURANCE OF STUDENT SAFETY

The Council on Social Work Education's Accreditation Standard (AS) 2.2.7 requires that field education programs specify policies for supporting student safety in field. ² The Field Education program is prepared to work with students who have health concerns related to COVID-19.

Faculty are approaching this academic year as if each student's placement and academic performance is an independent study and will work with students to the fullest extent possible. However, basic competency guidelines must be met in order to successfully complete the semester.

Students should proactively bring any safety concerns about their placement during the pandemic to the university professor as quickly as possible. Students should review CDC guidelines on a regular basis, as information on COVID 19 is fluid. Students are encouraged to stay home should health or safety issues arise. Student health and safety issues will be evaluated on a case-by-case basis. Suspending or delaying field education placements are options when necessary for student safety.

ACADEMICS OF FIELD EDUCATION

Senior Practicum: Senior Social Work Practicum (SWK 497)

The capstone semester experience is designed to extend the student's preparation for beginning-level professional social work practice by providing extensive opportunities for integrating didactic information with practice experience. The capstone semester assists the student in operationalizing the theoretical knowledge base of social work practice while continuing her or his professional training through the development of applied micro, mezzo, and macro practice knowledge and skills. Furthermore, the practicum experience will support the student's transition from the role of student to that of beginning level practitioner. It is mandatory for the student to enroll in SWK 497 (Practicum), SWK 498 (Macro Practice), and SWK 499C (Senior Seminar) conjointly, as these are inter-related components of a Capstone Semester. These didactic courses are held successively one day per week while the other four days are spent in the practicum agency. It is suggested that the student spend between eighteen (18) and twenty (20) hours per week working in the field for a total of two hundred eighty (280) hours during the semester. **The required number of hours has been modified due to the COVID-19 pandemic. This modification is valid through the AY 2020-2021 only.**

Class time does NOT count toward the required 280 hours of Field experience hours. Students are required to work under the supervision of a BSW or MSW social work professional. Exception to this standard may be negotiated with the Field Education Director and Agency Supervisor for extraordinary circumstances. This type of placement is utilized as a way of emulating full-time social work practice, and to enable the student to take full advantage of learning opportunities in the agency setting. In addition, this style of placement makes it possible to more effectively design the practicum experience to meet the student's individualized personal and educational goals.

Junior Practicum: Generalist Practice Lab (SWK 326)

Students must successfully complete (grade of C or higher) SWK325 prior to completing the junior practicum placement. The goal of this placement is to allow students to apply the Generalist Intervention Model in an agency setting. Additionally, students should be exposed to the different areas of social work practice and observe and practice attending skills and ethical social work behavior in a social service agency. The student will spend 8-10 hours per week in an agency that is approved by the Generalist Practice Lab Instructor. Supervision from an agency staff holding a BSW or MSW is preferred, but is not required. If a BSW is not available, exceptions must be granted by the Instructor. Students must complete 120 hours in their approved agency in order to successfully complete the placement.

ROLES AND RESPONSIBILITIES

Responsibilities of the Social Work Program

1. Establish the philosophy, policies, procedures, and desired educational outcomes for the practicum experience
2. Establish criteria for the selection of agencies and Agency Field Supervisors for the practicum
3. Ensure the policy of non-discrimination on the basis of race, color, age, sex, religion, gender, national origin, educationally-unrelated or service delivery-unrelated disability is enforced

Responsibilities of the Field Education Director

1. Develop and approve all placement settings and Agency Supervisors in accordance with accreditation standards
2. Make final decisions regarding the assignment of placements after having given due consideration to the student's preferences and educational needs
3. Design learning experiences and assignments required of all students in the practicum
4. Act as a liaison with the Social Work Program, the Agency Supervisors, and other relevant agency personnel
5. Resolve problems that may arise within a student's practicum; initiate grievance procedures for irreconcilable issues
6. Recommend modifications in structure and function of the Field Education program to the social work faculty
7. Plan and coordinate instructional workshops including a Field Instructor Training at the beginning of each semester for Agency Supervisors and other relevant agency personnel
8. Coordinate the availability of Liability Insurance coverage for students completing practicums

Responsibilities of the University Practicum Instructor

1. Supervise, in conjunction with the Agency Supervisor, the student's learning experiences
2. Collaborate with the Agency Field Supervisor and student to develop learning opportunities specifically related to the student's Integrative Learning Plan
3. Assist the student in developing learning experiences that will fulfill the requirements of the student practicum contract and Integrative Learning Plan
4. Meet with the Agency Supervisor and the student regarding the student's progress in the practicum at least 2 times per semester
5. Identify and assist in resolving problems arising in the practicum
6. Conduct the Practicum Seminar and assign grades to all student course work and evaluations required in the practicum course and submit a course grade on behalf of the student
7. Consult with the Field Education Director should a failed grade be assigned
8. Administer required program evaluation instruments at the end of the semester

Responsibilities of the Agency Supervisor

1. Be knowledgeable of the philosophy, objectives, and goals of the practicum expectations in order to provide educational supervision to the student
2. Provide continuing supervision to the student and to consult with the University Field Instructor in regard to the student's field work
3. Represent the agency in the development of and accountability for the Student Practicum Contract

4. Assist in the development of the student's Integrative Learning Plan
5. Provide structured supervision with the student totaling at least one hour per week
6. Provide constructive feedback to the student throughout the placement and assist the University Field Instructor in the evaluation of the student's performance in the practicum
7. Identify and assist in resolving problems arising in the practicum

Responsibilities of the Agency

1. Provide a qualified staff member to serve as the Agency Field Supervisor. The assignment of an Agency Field Supervisor implies that the agency agrees to allow the staff member adequate time to devote to supervising the student and conferring with the University Field Instructor.
2. Accept and enforce a policy of nondiscrimination on the basis of race, color, age, sex, religion, gender, national origin, sexual orientation, culture, educationally-unrelated or service delivery unrelated disability in accepting students for placement or clients for services
3. Permit the student to utilize information from his or her case(s) or agency (excluding identifying information) for required course assignments

Responsibilities of the Student

1. Complete all practicum agency requirements prior to beginning practicum (background checks, drug screens, immunizations, etc.)
2. Work with University Field Instructor and agency staff to develop the Student Practicum Contract and the Integrative Learning Plan designed with tasks addressing the student's specific educational needs and to modify both as necessary
3. Adhere to social work values and ethical behavior in practice situation by utilizing the NASW Social Work Code of Ethics
4. Read and work within the established policies and procedures of the agency
5. Communicate to the University Instructor and the Agency Supervisor any problems arising in the practicum experience

STUDENT PRACTICUM PLACEMENT PROCESS

Senior Practicum: Senior Social Work Practicum (SWK 497)

Prior to the final semester, the students should have successfully completed all general education requirements, prerequisite degree requirements, and Social Work Program requirements, including all other required and supportive social work courses. The student's academic advisor will meet with the student to ensure all academic requirements have been met and clear the student for placement. Once the student has been academically cleared, the student will complete the Practicum Application and interview with the Field Education Director to discuss practicum options. The student will identify an acceptable practicum site based on recommendations from the meeting with the Field Education Director and interview with the potential supervisor. The student will complete, in conjunction with agency staff, a Practicum Contract which should include the initial goals the student and potential supervisor have agreed upon for the practicum semester. The Practicum Contract is submitted to the Field Education Director for approval. Final approval for the student's placement must be in writing (via email) from the Field Education Director.

Junior Practicum: Generalist Practice Lab (SWK 326)

Students must successfully complete (grade of C or higher) SWK325 prior to being placed in an agency for the junior field experience. The student will meet with the University Instructor to discuss potential placement options. The student will identify an acceptable placement based on recommendations from the University Instructor and interview with the potential supervisor. The student will complete, in conjunction with agency staff, a Junior Field Experience Contract which should include the initial goals the student and potential supervisor have agreed upon for the practicum semester. The Junior Field Experience Contract is submitted to the University Instructor for approval.

Deadline for Contract Approval

Students must submit a contract and be approved no later than 3 weeks from the first day of the start of the semester. If a student is unable to submit a signed, approved contract by that time, the student must drop the course and retake it at a later date.

FIELD EDUCATION PLACEMENT AGENCY REQUIREMENTS

Staff Credentials

The agency should have a supervisor with an MSW or a BSW, with at least two years practice experience, who can commit at least one hour a week to direct supervision/consulting. Should an agency not employ any staff with a BSW or MSW, the placement may still be approved with an outside supervisor. This is done only with the approval of the Director of Field Education. In agencies where there is no BSW or MSW on site, the student and Field Education Director will assist in arranging for an external (BSW/MSW) to supervise the student a minimum of one hour per week. Junior Field Experience placements prefer but do not require an MSW or BSW credentialed staff for supervision.

Employment-Based Placements

A placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally-based field learning experience as defined below:

1. The agency meets the regular criteria for affiliated field instruction agencies
2. The Agency Supervisor must not have previously (or currently) supervised the student as an employee. A potential field supervisor must be designated, subject to the approval of the Social Work Program.
3. During the COVID-19 pandemic, through May 31, 2021, field hours in a student's place of employment may be counted toward required field hours. Temporarily, student field assignments and employment tasks may be the same and counted toward required field hours as long as the tasks have clear linkages to the nine social work competencies and are included in the student's learning plan.

Practicum Placement Timeframe

All placement start and end dates are determined by the Director of Field Education. Occasionally, students and/or Agency Supervisors request that the student be allowed to accrue practicum hours outside of the designated calendar within which field placement is scheduled to occur. Students have the option of completing a formal request to begin placement early. This request is made to the Director of Field by completing the Request for Early Start form. The Director of Field Education reviews requests on a case-by-case basis only for extenuating circumstances. Written

approval from the Field Education Director will be provided. Students who begin their placements early are required to provide additional timesheets, critical analyses, and are not allowed to end their placements early (once the required number of hours has been reached).

Students must complete all required placement hours by the end of the semester in order to successfully complete the placement and the course requirements. Failure to complete the required number of placement hours will result in failure of the course. In rare situations where valid constraints (i.e. serious illness, excessive bad weather) prevented the student from completing hours, the University Instructor and Agency Supervisor may allow the student an extension upon approval by the Field Education Director.

AGENCY FIELD SUPERVISOR TRAINING

Training for the practicum semester is required for all Agency Supervisors working with students in their senior placement. In order to achieve the Council on Social Work Education (CSWE) educational requirements, supervisors must be updated as to any and all changes that have occurred since they last supervised a Social Work student. Our goal is to prepare and equip agency field supervisors before or shortly after the student is placed in the agency. Due to the COVID 19 global pandemic, the training will be delivered online and will be provided to the agency supervisor by the first week of the semester. Additionally, the University Instructor will provide a modified training during the initial on-site visit.

STUDENT LIABILITY INSURANCE

All students must be covered by malpractice insurance during their practicum. The university provides this insurance through an outside carrier and issues certificates of coverage at the beginning of each semester. Students are assessed a Liability Insurance fee as part of their tuition. Students should provide the Agency Supervisor a copy of the certificate and keep a copy of the coverage certificate with them at all times while in the placement agency.

NO CREDIT GIVEN FOR LIFE OR WORK EXPERIENCES

Per CSWE Accreditation Standards, no academic/field education credit is given for life experiences or previous work experience.

STUDENT BEHAVIORAL EXPECTATIONS

Ethical Behavior

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and behavior in adherence with these ethical standards is a requirement and standard for the program. All students are provided with information regarding the NASW Code of Ethics in their field seminar. Discussion about the code also occurs in social work practice classes. The following are examples of behaviors that constitute a violation of the NASW Code of Ethics and WILL result in termination from the practicum, if proven:

1. Engaging in sexual activities with clients
2. Participation in dishonesty, fraud, deceit, or misrepresentation
3. Violating confidentiality of case records/files
4. Exploitation of clients for personal advantage

Professional Competence

While in practicum, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession. Professional incompetence signifies that a student is not adequately or appropriately performing at his or her program level. The following list contains examples of behaviors that constitute professional incompetence which may result in a referral to the Performance Review Committee with a possible recommendation of dismissal from the program. Refer to the BSW Student Handbook for additional information regarding dismissal from the program.

1. Inability to establish and maintain positive and constructive interpersonal relationships with clients and agency personnel
2. Inability to perform professional duties due to personal problems
3. Inability to accept constructive feedback from field instructor and/or an inability to make changes recommended by this feedback
4. Failing to adhere to the time schedule for the placement hours
5. Consistent lateness or non-attendance in meeting deadlines to complete work
6. Rejection by three or more agencies during the placement process for reasons related to appropriateness or readiness for placement

The examples listed above are not an exhaustive list. Additional performance competencies that students are expected to master are listed in the BSW Student Handbook.

Process to Address Issues of Student Behavior

Issues related to conduct, relationship skills, and behavior may or may not be included in the student's learning contract but will be considered as factors in field grading and continuation. It is very important that any student ethical or behavioral issue identified within the practicum be brought to the University Instructor as soon as it has been observed. Should issues be identified, a meeting consisting of the University Field Instructor and/or the Field Education Director and the Agency Supervisor and the student will be held to discuss options and potential solutions.

A Field Education Performance Improvement Plan (FEPIP) may be developed, if needed, to ensure specific student issues and concerns are documented and addressed (See Appendix 3). Failure to adhere to the PIP will result in termination from the practicum. Note: The FEPIP is not the same document as the Social Work Program PIP (See BSW Student Handbook for discussion of Social Work Program PIP). Should a student refuse to sign either a FEPIP or a Social Work Program PIP, the student will immediately be terminated from the field education placement and a request for action will be brought before the faculty (See Appendix D in the BSW Student Handbook).

TERMINATION FROM FIELD PLACEMENT

If the conclusion is reached by the University Instructor, Agency Supervisor, and/or Field Education Director that the student is unable to meet minimal performance standards in the field related to professional competence, ethical behavior, and conduct, or is otherwise unsuited to the profession, the student will be terminated from the placement and the issue will be taken to the Social Work faculty for to consider further action. The student may also be terminated from the Social Work Program. (See Student Violation of BSW Program Policies below).

If a student is terminated from the field or does not receive a passing grade of "C," a written statement from the University Instructor will be sent to the Field Education Director and placed in the student's file. This report will include the reason for the termination or failure.

If a student desires to repeat the practicum, the student must compose a letter to the Field Education Director explaining the situation leading to the termination and what corrections/improvements/modifications have been/will be done to ensure successful completion if allowed to repeat the semester. The Field Education Director will meet with the student to discuss the situation. The final decision allowing the student to repeat the practicum will be made in writing by the Field Education Director and will be sent to both the student and the student's academic advisor.

If a student chooses or is required to withdraw from practicum, he or she must officially withdraw from SWK 497 and SWK 498 due to co-requisite requirements. If the university deadline for withdrawing from a course, the student will earn an "E" in both SWK 497 and SWK 498.

STUDENT VIOLATION OF BSW PROGRAM POLICIES

A social work faculty member may submit a Request for Action Form at any point after a student is admitted into the BSW Program. This form requires the faculty member to provide a detailed description of the student's violation/s of program policies. The Performance Review Committee will review the Request for Action and will issue a recommendation. (See Appendix D: Request for Action Form).

The Performance Review Committee may require a student to complete a Performance Improvement Plan (PIP). In this case, a student will work with his/her faculty advisor or the Program Director to develop a plan that addresses the area/s of concern. If the area of concern is in field, the student will complete the Field PIP. Otherwise, the student will complete the Social Work Program PIP. (See Appendix E in the BSW Student Handbook: Performance Improvement Plans).

The Performance Review Committee may recommend that a student be dismissed from the BSW Program. In this case, the program director will notify the student in writing that he or she may be terminated from the program and provide the student with a copy of the Request for Action. The student then has the option to appeal to the Social Work Program Director. If, after review, the Program Director recommends that a student be terminated from the social work concentration, the Program Director will notify the student at least ten days prior to the beginning of the next semester after the termination request was initiated and will outline the reasons in writing.

STUDENT GRIEVANCES

Students have the right to appeal any decision made by the University Instructor. If the matter cannot be resolved between the student and University Instructor and/or the Director of Field Education, the Student should write a formal petition to the Social Work Program Director to have the issue resolved by the Practicum Review Committee.

EVALUATION OF STUDENT PERFORMANCE

Senior Practicum: Senior Social Work Practicum (SWK 497)

The evaluation of the field experience and the student's progress in the agency is an ongoing process collecting and exchanging information about

the student's level of growth and competence in regard to practice knowledge and skills. The overall goal of the senior practicum is to allow the student to demonstrate mastery of all competencies. Several instruments are used to evaluate different dimensions of the field experience and the student's performance in the practicum. These include:

Individualized Learning Plan

The function of the learning plan is to articulate what the student will be learning in the agency, how the learning tasks will help the student meet the required level of practice competency, and delineate how the tasks will be evaluated. The Learning Plan is the instrument used to capture the intersection of the theoretical and conceptual classroom learning with the practice setting. This plan serves as the formal agreement between the student, Agency Supervisor, and the university practicum instructor. The learning plan also helps keep the focus on the commitment to the learning process and maximizes an agreement and understanding of learning goals. The practice behaviors identified are developed and approved by the Council on Social Work Education and reflect the current Educational Policy and Accreditation Standards.

Time Sheets

Students are expected to submit time sheets on a bi-weekly basis. Each SIGNED time sheet is worth 3 points. These time sheets are available on Blackboard. Both bi-weekly hours earned and total hours accumulated should be documented. Time sheets MUST be signed by the Agency Supervisor. If an off-site supervisor is involved, his/her signature must also be included.

Critical Analyses

Students will document learning experiences and explore or clarify issues with regard to these experiences in the critical analysis logs which are due every other week. Each critical analysis has a focus for the topic. However, there should be a conscious effort to relate course content (theory, policy, research, practice, ethics, concepts, and principles) and/or the ILP to the practicum experiences. The log should demonstrate analytical and critical thinking skills. Logs should be typed and well-prepared, paying special attention to grammar, punctuation, etc. All logs are confidential and will only be read by the instructor. Agency Supervisors and staff do not sign or review logs.

Case Presentation/Signature Assignment

Students will select a client/case/social problem from their practicum placement and complete an oral presentation which identifies all relevant micro/mezzo/macro issues involved in the case. This is an oral presentation which should emulate a true case staffing in practice. The Student's presentation will be evaluated on the basis of its completeness as well as effectiveness in communication of the information to the instructors and class.

BioPsychoSocial Assessment

Students will submit a bio-psycho-social assessment using the assessment form utilized by the placement agency. Should the form not cover all of the required information, the student should prepare an addendum with the additional information. This BPS should be completed on an actual client served by the agency. It must be a client that the student has had contact with at the agency and/or the student has interviewed. This

assignment is not to be a write up of information pulled from a client record, although the client's record may be used to fill in gaps. The BioPsychoSocial must be signed by the Agency Supervisor and must be de-identified.

Practicum Seminar

Students will meet as a group each week in practicum seminar. This time is NOT counted as part of Practicum hours. The seminar consists of discussions around practice issues, learning experiences, and presentation of required assignments. Students are expected to actively share their practicum experiences. Students are required to attend every seminar.

Student Performance Evaluations

The Agency Field Supervisor completes evaluations of the student's performance in the practicum. This evaluation indicates the student's performance in regard to various areas of knowledge, values, and skills in addition to measuring progress relating to educational needs, learning objectives, and required assignments. These evaluations will be completed at three points – Baseline (38 hours in the agency); Midterm (140 hours in the agency); and Final (280 hours in the agency). An explanation of the grading policy of student evaluations is found on the cover sheet of the evaluation instrument. *The student* will evaluate his/her own progress at the same points in the semester by completing a self-evaluation. The student will utilize the same evaluation instrument used by the Agency Supervisor in his/her evaluation of the student. The Supervisor must sign the student's self-evaluation.

Junior Practicum: Generalist Practice Lab (SWK 326)

The evaluation process for the Junior practicum is based less on the mastery of the social work competencies related to social work skills and knowledge in the practicum placement. Rather, emphasis is placed on the student's professional growth, ability to self-reflect and the student's ability to demonstrate the concepts of the Generalist Intervention Model. The components used in the evaluation include:

Critical Analysis Logs

Students will document learning experiences and explore or clarify issues with regard to these experiences in the critical analysis logs. These critical analyses will focus on the experiences of the student and should be connected to the material from the textbook used in the course. These analyses are the connecting assignment designed to demonstrate the student's growth and professional development throughout the semester.

Diversity and Difference Paper

As the Signature Assignment in the Junior Practicum, this assignment is designed to have the student identify someone who has a diverse life experience or issue and conduct an information gathering interview. The student should build on the initial stages of the Generalist Intervention Model with the goal of reaching an in-depth understanding of how the "difference" identified affected the individual's life. The student should not implement any intervention. Rather, the student should focus on rapport building, engagement of diverse clients, and reflection of needed areas of professional growth.

Individualized Learning Plan

The function of the learning plan on the junior placement level is to introduce the CSWE competencies related to expected student outcomes in Field Education. The rigor of the Learning Plan should be based on the student's level of professional experience, agency expectations, and needed areas of growth. This plan serves as the formal agreement between the student, Agency Supervisor, and the university practicum instructor.

Agency Intake/Assessment Critique

Students are required to critique an intake and/or assessment form from the agency using content from the textbook regarding recording, documentation, and assessment. The goals of this assignment is to have the student critically think about the intake process and reflect on the theoretical perspectives associated with social work assessment.

Student Performance Evaluations

The Agency Field Supervisor completes evaluations of the student's performance in the practicum. This evaluation indicates the student's performance in regard to various areas of knowledge, values, and skills in addition to measuring progress relating to educational needs, and learning objectives. The evaluation is completed at two points - when the student has reached 60 hours and 120 hours in the agency. The same form is used for during both evaluation points.

Case Paper Using the GIM

Students are required to identify a client served by the agency (the student should have either worked with and/or observed receiving services from the agency). The student is required to apply the generalist intervention model (GIM) by assessing the client's issues on a micro, mezzo, and macro level. Additionally, the student should describe the plan of intervention, and the client's progress.

Agency Presentation

Students will develop and deliver a presentation to the class about their placement agency. The presentation will present a summary of information about the agency and one specific social work concept that is relevant to the agency.

STUDENT ACCESS TO EVALUATIONS

All written evaluations by the Agency Field Instructor and University Field Supervisor and other pertinent information regarding the student's performance in the practicum is made available to the student in accordance with Public Law 93-380, the Family Educational Rights and Privacy Act of 1974, Buckley Amendment. Students are encouraged to make copies of every document related to their placement for their own records.

SOCIAL WORK PROGRAM EVALUATION OF FIELD EDUCATION

Student Evaluation of Practicum Experience

Students are expected to participate in the evaluation of the practicum experience and will complete both a qualitative and quantitative evaluation at the end of the semester. This information is compiled and reported to the faculty and Advisory Board for program evaluation purposes.

Faculty Evaluation of Field Agency and Supervisor

A Faculty Evaluation of Field Agency and Supervisor are completed for every practicum placement. This evaluation includes recommendations for considering the agency, areas of experience that the agency offers, practice opportunities, and additional advice for placing students with the agency.

Agency Field Supervisor Evaluation/Recommendations

An Agency Field Supervisor Evaluation/Recommendations form is completed by every Agency Supervisor to assist the social work department in identifying programmatic and learning needs as well as strengthen the field experience for the agency and student.

ACCESS TO FIELD EDUCATION DOCUMENTS

All Field Education documents, including, but not limited to placement documents, syllabi, assignment descriptions and grading rubrics are available to students, university faculty, and Agency Supervisors via the Social Work Field Education Website. Additionally, these documents are maintained in the Field Education Master Blackboard Course Shell.

APPENDICES

Appendix A: SWK 497: SOCIAL WORK PRACTICUM MASTER COURSE SYLLABUS Fall 2020-SPRING 2021

Director of Field Education:

Deirdra Robinson, MSW

Office: MSU Prestonsburg Room 209

Phone: 606 783 9226 (o); 606 792 7242 (c)

E-mail: D.Robinson@MoreheadState.edu

Practicum Instructor Contact Information:

Course Description

Integration of theory and method to actual case situations assigned within a 400 hour professionally supervised field experience within a selected human service organization. This course along with SWK 498 and 499C satisfies the integrative component for general education.

NOTE: Due to the COVID-19 pandemic, the CSWE has adjusted the required number of hours for all social work programs for the fall semester only. For MSU Social Work students, the required number of hours is now 280.

Course Prerequisites

Prerequisites: SWK 326, SWK 424, SWK 426 and SWK 430 and formal application to practicum and acceptance. Co-requisites: SWK 498 and 499C.

Social Work Competencies

Competency-based education is an outcome performance approach to curriculum design required by the Council on Social Work Education (CSWE). These competencies are comprised practice behaviors which address knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities in generalist practice. Competencies addressed in this class are in bold:

- Competency 1–Demonstrate Ethical and Professional Behavior**
- Competency 2 –Engage Diversity and Difference in Practice**
- Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**
- Competency 4 –Engage In Practice-informed Research and Research-informed Practice**
- Competency 5 –Engage in Policy Practice**
- Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**
- Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**
- Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**
- Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Competency	Measures	Dimensions
<p>Competency 1: Demonstrate Ethical and Professional Behavior Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • Student will use reflection and self-regulations to manage personal values and maintain professionalism in practice situations. • Student will demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communications. • Student will use technology ethically and appropriately to facilitate practice outcomes. • Student will use supervision and consultation to guide professional judgment and behavior. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior at 3 points in the semester • Critical Analyses 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes
<p>Competency 2: Engage Diversity and Difference in Practice Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will apply and communicate understanding of the importance of diversity and difference in shaping the life experiences in practice at the micro, mezzo, and macro levels. • Student will present themselves as learners and engage clients and 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior at 3 points in the semester • Critical Analyses 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes

<ul style="list-style-type: none"> constituencies as experts of their own experiences. Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 		
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Student will engage in practices that advance social, economic, and environmental justice. 	<ul style="list-style-type: none"> Agency Evaluation of Student Behavior at 3 points in the semester Critical Analyses 	<ul style="list-style-type: none"> Skills, Values C/A Processes
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Student will use practice experience and theory to inform scientific inquiry and research. Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. Student will use and translate research evidence to inform and improve practice, policy, and service delivery. 	<ul style="list-style-type: none"> Agency Evaluation of Student Behavior at 3 points in the semester Critical Analyses 	<ul style="list-style-type: none"> Skills, Values C/A Processes Knowledge, Skills
<p>Competency 5: Engage in Policy Practice</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Student will assess how social welfare and economic policies impact the delivery of and access to social services. Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	<ul style="list-style-type: none"> Agency Evaluation of Student Behavior at 3 points in the semester Critical Analyses 	<ul style="list-style-type: none"> Skills, Values C/A Processes
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<ul style="list-style-type: none"> Agency Evaluation of Student Behavior at 3 points in the semester Case Presentation Critical Analyses 	<ul style="list-style-type: none"> Skills, Values Knowledge, Skills, Values, C/A Processes C/A Processes
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Student will collect and organize data, and apply critical thinking to interpret 	<ul style="list-style-type: none"> Agency Evaluation of Student Behavior at 3 points in the 	<ul style="list-style-type: none"> Skills, Values Knowledge, Skills, Values,

<p>information from clients and constituencies.</p> <ul style="list-style-type: none"> • Student will 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. • Student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. • Student will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	<p>semester</p> <ul style="list-style-type: none"> • Case Presentation • BioPsychoSocial Assessment • Critical Analyses 	<p>C/A Processes</p> <ul style="list-style-type: none"> • Knowledge, Skills, • C/A Processes
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Student will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. • Student will facilitate effective transitions and endings that advance mutually agreed-on goals. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior at 3 points in the semester • Case Presentation • Critical Analyses 	<ul style="list-style-type: none"> • Skills, Values • Knowledge, Skills, Values, C/A Processes • C/A Processes
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will select and use appropriate methods for evaluation of outcomes. • Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Student will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior at 3 points in the semester • Case Presentation • Critical Analyses 	<ul style="list-style-type: none"> • Skills, Values • Knowledge, Skills, Values, C/A Processes • C/A Processes

Required Materials

Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

Course Content

All policies, procedures, responsibilities, and forms related to SWK 497 Practicum in Social Work can be located within the *Field Education Manual*. This publication serves as an expansive outline of this course. This Manual is available to students on Blackboard and is distributed to Agency Supervisors during the Supervisor Training or the site visit.

Student Liability Insurance

Student fees are assessed to pay for liability insurance once a student is registered for SWK 497 Senior Practicum. Certificates of coverage are issued to the student at the beginning of the semester. It is the student's responsibility to provide a copy of the liability certificate to the agency. Additionally, the student should keep a copy of the certificate at all times while in the agency.

Removal From Practicum

The Agency Supervisor and/or the University Practicum Instructor has the right to remove a student from an agency as a result of professional misconduct, ethical violations, or other related reasons. Such a removal may result in failure of the practicum course and removal from the Social Work Program. See the Field Education Manual for additional information.

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. Students should notify the instructor at the beginning of the semester of special needs during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Inclement Weather Policy

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency.

Academic Honesty

Students are expected to complete assignments and independent readings, contribute to the development of a positive learning environment, and demonstrate their learning through written assignments, presentations, and class participation. Original work is expected and required. All submitted work must conform to the Social Work Code of Ethics. For information on the Social Work Code of Ethics, please see: Code of Ethics <http://www.naswdc.org/pubs/code/code.asp>.

The Social Work Code of Ethics states: "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception" (4.04 Dishonesty, Fraud, and Deception). Additionally, social work students, "should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed" and "honestly acknowledge the work of and the contributions made by others" (4.08 Acknowledging

Credit). Please note that Academic Honesty is defined in MSU's The Eagle: Student Handbook – Appendix D as: “doing one's own work, giving credit for the work of others, and using resources appropriately.” Violations will result in disciplinary action including, at minimum a failing grade on the assignment and potentially “the removal of the student from the Social Work Program” as stated in the Social Work Handbook - The Social Work Student Policies, Rights and Responsibilities, 5(h). Plagiarism on any assignment in this course will result at minimum in a failing grade for the assignment and will potentially be reported to the Dean of Students at Morehead State University. If you are unclear on whether or not you understand plagiarism, please talk with me –I can help!

Five acts of plagiarism are specifically prohibited:

- 1) Copying from another student's assignment and representing it as your own work.
- 2) Collaborating with another student in writing an assignment and representing the assignment as your own work.
- 3) Copying words and/or passages directly from books, articles, court cases, course readings, or internet sites without quoting and citing the source and, thereby, representing the words and/or passages as your own.
- 4) Using ideas and information directly attributable to a specific book, article, court case, or internet site without citing the source and, thereby, representing the ideas as your own.
- 5) Receiving or sharing quiz answers with other students in the class.

In your papers, you must cite the source of the material that you have borrowed from another person, using American Psychological Association (APA) style guidelines. Cite the source at the end of the last sentence of the passage in which you use the words or ideas of another person. Ex: (Smith, 2011). For quotes, use quotation marks and include the page number of the passage being quoted. Ex: (Jones, 2009, p. 48). You must then have a References page at the end of your paper that provides the complete reference for every source that you have cited in the text. All citations must also have references and all sources in your reference list must have been cited in the text of your paper. Your failure to properly cite and reference the sources is plagiarism.

Policy for Accommodating Students with Disabilities

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 ADUC coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Course Requirements

Students will:

1. Attend weekly seminar class
2. Sign Confidentiality Form which is distributed in seminar the first week of the semester
3. Complete Safety Checklist
4. Complete Field Education Data Base Form
5. Develop an Integrative Learning Plan
6. Complete a BioPsychoSocial Assessment

7. Complete the Signature Assignment/Case Presentation
8. Complete Critical Analyses & Timesheets
9. Complete Self-Evaluations at three points during the placement.
10. Participate in Performance Evaluations completed by the Agency Supervisor at three points during the placement
11. Participate in two agency site visit supervisory conferences with the Agency Supervisor and the University Practicum Instructor
13. Complete summary evaluations

Classroom Behavior, Decorum, and Civility

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance. Morehead State University and the Social Work Program have a strong commitment to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students but should do so respectfully. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment. The university practicum instructor has the right to reduce attendance and participation points should students display disruptive behaviors by students during seminar.

Supervisory Conferences with Agency Supervisor

In keeping with the goal of having students become self-directed and life-long learners, students are to take responsibility for scheduling and planning the required conferences as outlined below with the field instructor and the course instructor, as well as weekly conferences with the Agency Supervisor.

Two three-way conferences for planning and evaluation, involving the student, the university practicum instructor, the agency supervisor, and the off-site social work supervisor (if applicable) are to be held. The student is responsible for scheduling the conferences based on the availability of the Agency Supervisor, University practicum instructor, and student. Telephone conferences may be initiated by any of the parties on an as-needed basis. The university practicum instructor may request individual conferences with the student at any time during the semester for the purpose of performance review, evaluation, or clarification of perceived concerns.

Course Delivery Change Notification Information:

Should it become necessary to alter the seminar meeting pattern of the course or if there are disruptions in the field placements due to the global pandemic, specific information will be sent to students from the Director of Field Education. Students have also been given documentation outlining specific Field Education Considerations that should guide their work.

MEANS OF EVALUATION:

Attendance

Typical policies that govern excused student absences in courses for student illness (i.e., UAR 131) are relaxed for this term.

Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.

Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation, should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments. After reviewing the specific circumstance for student absence, the instructor and student will discuss make-up of missed assignments and mutually agreed upon deadlines.

In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required and an institutional excuse may be provided to all of the student's instructors.

Time Sheets

Students are expected to submit time sheets on a bi-weekly basis. Each SIGNED time sheet is worth 3 points. These time sheets are available on Blackboard. Both weekly hours earned and total hours accumulated should be documented. Time sheets MUST be signed by the agency supervisor. If an off-site supervisor is involved in the placement, his/her signature must ALSO be included to show the hourly supervision requirement. Time sheets that do not have required signatures will not be graded.

Critical Analyses

Students will document learning experiences and explore or clarify issues with regard to these experiences in the critical analysis logs which are due every other week. Each critical analysis is worth 10 points and has a focus for the topic. There are a total of 7 Critical Analyses from which students may choose to complete. There is a final Analysis that must be completed within the last 2 weeks of placement. Students should review the topics and determine which one is more relevant to his/her practicum experience during that 2 week period. However, there should be a conscious effort to relate course content (theory, policy, research, practice, ethics, concepts, and principles) and/or the ILP to the practicum experiences. The analysis should demonstrate analytical and critical thinking skills. These analyses should be typed and well-prepared, paying special attention to grammar, punctuation, etc. All analyses are confidential and will only be read by the instructor. Agency supervisors and staff do not sign or review any of the analyses.

Safety Check List

Students should review and complete the safety check list with their supervisors. This check list should be submitted to the university instructor. The Check list is worth 5 points.

Individualized Learning Plan

The function of the learning plan is to articulate what the student will be learning in the agency, how the learning tasks will help the student meet the required level of practice competency, and delineate how the tasks will be evaluated. This plan serves as the formal agreement between the student, agency supervisor, and the university practicum instructor. The learning plan also helps keep the focus on the commitment to the learning process and maximizes an agreement and understanding of learning goals. This plan is developed by the student with significant input from both the university practicum instructor and the agency supervisor. The ILP is worth 25 points. The university practicum instructor will grade the ILP based on clarity, rigor and measurability. Additional information on this assignment is available on Blackboard.

BioPsychoSocial Assessment

Students will submit a bio-psycho-social assessment using the assessment form utilized by the placement agency. Should the form not cover all of the required information, the student should prepare an addendum with the additional information. This BPS should be completed on an actual client served by the agency. It must be a client that the student has had contact with at the agency and/or the student has interviewed. This assignment is not to be a write up of information pulled from a client record, although the client's record may be used to fill in gaps. The BioPsychoSocial must be signed by the Agency Supervisor and must be de-identified. If a student is placed in a macro social work agency, the most relevant social problem addressed by the agency should be assessed using the outline provided. The macro outline is available on blackboard. This assignment is worth 50 points.

Case Presentation/Signature Assignment

Students will select a client/case (micro placements) or most relevant social problem (macro placements) from their practicum placement and apply it to demonstrate a mastery of generalist beginning social work practice. Students will complete a 15 minute oral presentation which identifies all relevant micro/mezzo/macro issues involved in the case. A specific outline is provided on blackboard for this assignment. This assignment is worth 100 points. The rubric for this signature assignment is attached to the syllabus.

Student Performance Evaluations

Agency Supervisor Evaluations

The Agency Field Supervisor completes evaluations of the student's performance in the practicum. This evaluation indicates the student's performance in regard to various areas of knowledge, values, and skills in addition to measuring progress relating to educational needs, learning objectives, and required assignments. These evaluations will be completed at three points – Baseline (38 hours in the agency); Midterm (140 hours in the agency); and Final (280 hours in the agency). An explanation of grading is provided on the evaluations and in the Field Education Manual. The Practicum instructor may adjust midterm grading points at his/her discretion only with input from the agency supervisor.

Baseline: 50 points

Midterm: 70 points

Final: 70 points

Student Self Evaluations

The student will evaluate his/her own progress at the same three points in the semester by completing a self-evaluation. The Supervisor must sign the student's self-evaluation. Students earn 10 points for each completed evaluation.

Grading Scales

Midterm Grade

The midterm grading scale is based on assignments due by the midterm point in the semester. While it is understood that some students might be slightly ahead of this timeline (given approved early starts in placement), ALL students will earn a midterm grade based on the following criteria:

Time sheets (4)	12 points
Critical Analysis Logs (4)	40 points
ILP	25 points
Baseline Evaluations (Student & Agency Supervisor)	60 points

BioPsychoSocial Assessment	50 points
Midterm Evaluations (Student & Agency Supervisor)	80 points
Total:	267 points

Grading Scale: 240 – 267 = A 213 – 239 = B 186 – 212 = C 160 – 185 = D 0 – 159 = E

Final Grade

The final grading scale is based on all assignments due in the semester. ALL students will earn a final grade based on the following criteria:

Safety Check sheet	5 points
Time Sheets: 3 points (8 weeks)	24 points
Critical Analysis: 10 points (8 weeks)	80 points
Individualized Learning Plan	25 points
BioPsychoSocial Assessment	50 points
Case Presentation/Signature Assignment*	100 points
Student Performance Evaluations	
Student Self-Evaluations (3 x 10 points)	30 points
Supervisor Evaluations	
Baseline	50 points
Midterm	70 points
Final	70 points
Total Points:	504 points

GRADING SCALE: 453 - 504 A 403 - 452 B 352 - 402 C 302 - 351 D 0 - 301 E

**Appendix B: SWK 326 : SOCIAL WORK PRACTICUM MASTER COURSE SYLLABUS
Fall 2020-SPRING 2021**

Director of Field Education: Deirdra Robinson, MSW
Office: MSU Prestonsburg, Room 209 606 783 9226 (office) 606-792-7242 (cell)
Email: D.Robinson@MoreheadState.edu

Course Description:

PRE-REQUISITE: Students must successfully complete (grade of C or higher) SWK 325 prior to taking this course. This course will provide students with an opportunity to apply the knowledge, skills and values gained in SWK 325: Generalist Social Work Practice, through a 120 hour field experience.

Students will apply the Generalist Intervention Model in an agency setting. They also will learn more specifics about the different areas of social work practice. Students will continue to practice attending skills and ethical social work behavior in a social service agency.

Social Work Competencies

Competency-based education is an outcome performance approach to curriculum design required by the Council on Social Work Education (CSWE). These competencies are comprised practice behaviors which address knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities in generalist practice. Competencies addressed in this class are in bold:

- Competency 1–Demonstrate Ethical and Professional Behavior
- Competency 2 –Engage Diversity and Difference in Practice
- Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 –Engage In Practice-informed Research and Research-informed Practice
- Competency 5 –Engage in Policy Practice
- Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency	Measures	Dimensions
Competency 1: Demonstrate Ethical and Professional Behavior Student Learning Objectives: <ul style="list-style-type: none"> • Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • Student will use reflection and self-regulations to manage personal values and maintain 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs 	<ul style="list-style-type: none"> • Skill, Values • C/A Processes

<ul style="list-style-type: none"> professionalism in practice situations. • Student will demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communications. • Student will use technology ethically and appropriately to facilitate practice outcomes. • Student will use supervision and consultation to guide professional judgment and behavior. 		
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will apply and communicate understanding of the importance of diversity and difference in shaping the life experiences in practice at the micro, mezzo, and macro levels. • Student will present themselves as learners and engage clients and constituencies as experts of their own experiences. • Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	<ul style="list-style-type: none"> • Special Populations Paper (Signature Assignment) • Agency Evaluation of Student Behavior • Critical Analyses Logs 	<ul style="list-style-type: none"> • Skills, Values, C/A Processes • Skills, Values • C/A Processes
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will use and translate research evidence to inform and improve practice, policy, and service delivery. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs 	<ul style="list-style-type: none"> • Skill, Values • C/A Processes
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. • Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs • Intake/Assessment Assignment 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes • Knowledge, Skills, C/A Processes
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will collect and organize data, and apply critical thinking to interpret information from clients and constituencies. • Student will 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. • Student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. • Student will select appropriate intervention strategies based on the assessment, 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs • Intake/Assessment Assignment 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes • Knowledge, Skills, C/A Processes

research knowledge, and values and preferences of clients and constituencies.		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • Student will facilitate effective transitions and endings that advance mutually agreed-on goals. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs • Intake/Assessment Assignment 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes • Knowledge, Skills, C/A Processes
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Student will select and use appropriate methods for evaluation of outcomes. • Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes. 	<ul style="list-style-type: none"> • Agency Evaluation of Student Behavior • Critical Analyses Logs • Intake/Assessment Assignment 	<ul style="list-style-type: none"> • Skills, Values • C/A Processes • Knowledge, Skills, C/A Processes

Text and Supplies:

Kirst-Ashman, K.K. and Hull, G.H. (2017). *Understanding generalist practice* (8th ed). Chicago: Nelson-Hall. ISBN: 9781305966864.

National Association of Social Workers. (1996, Revised 2017) *Code of Ethics*. Available: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

Generalist Practice Lab: Description and Policies

- The generalist practice lab consists of a 120 hour field placement in an approved agency with supervision.
- The student will spend 8-10 hours per week in an agency that is approved by the instructor. BSW/MSW supervision in the field is preferred. If a BSW is not available, exceptions must be granted by the instructor.
- Dual relationships must be identified to the instructor and will be a part of the placement consideration.
- Students may not complete the field placement in an agency in which they are or have been a client.
- Students may be granted approval to complete their field/lab experience at their agency of employment if the following conditions are met:

- Student will be performing different duties than they are paid to do
- Student hours are in addition to their paid hours
- Student is not supervised by his/her immediate supervisor

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency.

Academic honesty

Students are expected to complete assignments and independent readings, contribute to the development of a positive learning environment, and demonstrate their learning through written assignments, presentations, and class participation. Original work is expected and required. All submitted work must conform to the Social Work Code of Ethics. For information on the Social Work Code of Ethics, please see: Code of Ethics <http://www.naswdc.org/pubs/code/code.asp>.

The Social Work Code of Ethics states: “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception” (4.04 Dishonesty, Fraud, and Deception). Additionally, social work students, “should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed” and “honestly acknowledge the work of and the contributions made by others” (4.08 Acknowledging Credit). Please note that Academic Honesty is defined in MSU’s The Eagle: Student Handbook – Appendix D as: “doing one's own work, giving credit for the work of others, and using resources appropriately.” Violations will result in disciplinary action including, at minimum a failing grade on the assignment and potentially “the removal of the student from the Social Work Program” as stated in the Social Work Handbook - The Social Work Student Policies, Rights and Responsibilities, 5(h).

Plagiarism on any assignment in this course will result at minimum in a failing grade for the assignment and will potentially be reported to the Dean of Students at Morehead State University. If you are unclear on whether or not you understand plagiarism, please talk with me –I can help!

Five acts of plagiarism are specifically prohibited:

- 1) Copying from another student's assignment and representing it as your own work.
- 2) Collaborating with another student in writing an assignment and representing the assignment as your own work.
- 3) Copying words and/or passages directly from books, articles, court cases, course readings, or internet sites without quoting and citing the source and, thereby, representing the words and/or passages as your own.
- 4) Using ideas and information directly attributable to a specific book, article, court case, or internet site without citing the source and, thereby, representing the ideas as your own.
- 5) Receiving or sharing quiz answers with other students in the class.

In your papers, you must cite the source of the material that you have borrowed from another person, using American Psychological Association (APA) style guidelines. Cite the source at the end of the last sentence of the passage in which you use the words or ideas of another person. Ex: (Smith, 2011). For quotes, use quotation marks and include the page number of the passage being quoted. Ex: (Jones, 2009, p. 48). You must then have a References page at the end of

your paper that that provides the complete reference for every source that you have cited in the text. All citations must also have references and all sources in your reference list must have been cited in the text of your paper. Your failure to properly cite and reference the sources is plagiarism.

Americans with Disabilities Act (ADA)

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 Adron Doran University Center (ADUC) coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 (fax: 606-783-9190), e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Attendance/Participation Policy:

Typical policies that govern excused student absences in courses for student illness (i.e., UAR 131) are relaxed for this term.

Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.

Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation, should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments. After reviewing the specific circumstance for student absence, the instructor and student will discuss makeup of missed assignments and mutually agreed upon deadlines.

In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required and an institutional excuse may be provided to all of the student's instructors.

You are responsible for being at your field placement agency for your scheduled shifts. If you cannot be there when you are scheduled, you must contact the field supervisor as soon as you know that you won't be there, ideally at least 2 hours prior to your scheduled shift.

Inclement Weather

All materials for this course will be on Blackboard. Please be attentive to email communication from me, should we have significant weather that might have implications for class meetings. If Morehead State University main campus cancels classes, this applies to the Mount Sterling campus as well. Be aware however, that the Mount Sterling campus can cancel classes or have a delay, even if main campus does not. To every extent possible, we will attempt to maintain the current schedule, but if weather demands that we make changes, I will post discussions online.

Classroom Decorum

A critical function of this course is to assist you in the transition from student to professional and is a collective process between and among the students and the instructor. It requires that each student come to class prepared to fulfill his/her role in the learning process. For my part, I will come to class prepared to address the material for the day and work to create and maintain a positive learning environment. The same is required of you. Students are expected to be active, attentive, and respectful participants in all aspects of the course. You should come to class prepared to discuss the experiences you've had at your

placement in the past week, and your reactions/feelings about such. You should engage in thoughtful discussion – a process that includes being an active listener, and not engaging in side conversations (no matter how relevant you may deem them to be). You should be prepared to talk when you have relevant dialogue to add to the discussion but you should not attempt to monopolize the class time and/or talk excessively.

Course Delivery Change Notification Information:

Should it become necessary to alter the seminar meeting pattern of the course or if there are disruptions in the field placements due to the global pandemic, specific information will be sent to students from the Director of Field Education. Students have also been given documentation outlining specific Field Education Considerations that should guide their work.

Class Activities and Means for Evaluating Learning Objectives:

Critical Analyses (7 CAs x 10 points each)	70
Timesheets (7 x 3 points each)	21
Agency Intake / Assessment Critique	25
Midterm Supervisor Evaluation	25
Midterm Student Self-evaluation	10
Ethical Decision Making	25
Diversity & Difference Interview * <i>Signature Assignment/Rubric Attached</i>	100 (15% of grade)
Case Paper using Generalist Intervention Model	100
Agency Presentation	50
Personal and Professional Goals Assignment	25
Final Supervisor Evaluation	50
Final Student Self Evaluation	10
<u>Total Possible Points</u>	511

Grading Scale:

A = 459 – 511 B = 408 – 458 C = 357 – 407 D = 306 – 356 E = 0 – 305

Students must receive a C or better and complete all signature assignments to pass the course (MSU Social Work Program policy). If a grade of D or below is received, the course will need to be re-taken before the student can progress further in the social work program.

Diversify and Difference Interview – (Signature Assignment)

Seek out someone who is “new” to you and whose life experience has been different from yours. If you have always lived in a rural setting, you might request an interview with a person from a metropolitan area. If you have never had much contact with older adults, or persons with disabling conditions, and don’t feel comfortable in the company of these populations, seek out such an individual for your interview. Stretch your comfort level for this assignment. The person can be a member of a “special population” based on race, ethnicity, nation of origin, gender or sexual orientation, socioeconomic status, religion or spiritual beliefs, physical or mental condition, age, etc.

This is not a “problem solving” interview. You are a beginning social work student and there are no expectations that you are ready to assist people in resolving their problems. Your job is to gather information. Once you have formed an initial relationship, cover basic information about the assignment and assure the individual that you will not use identifying information, which might be an invasion of privacy. Ask questions about the person’s upbringing, beliefs, values, life challenges and goals, having some basic questions listed in advance will facilitate the interview process. You should interview your person long enough to gain an in-depth understanding of how the “difference” you identified affected his/her life. Be sure to thank the person you interviewed for the educational opportunity they provided you by sharing their life story. If you let them, they will teach you a great deal about working with people you perceive as different from yourself. Try to set aside at least one uninterrupted hour for the interview. This interview is NOT recorded.

Your paper should be at least 6 pages in length. No more than two pages should focus on the person’s life story and your own reflection on the similarities and differences between your life story and theirs. Focus on how their condition, race, gender, etc. effected and shaped who they are. Bring a hard copy to class and submit on BB as well. This assignment is worth 75 points.

Use the remaining pages of your paper to critique what this experience meant to you:

Use these headings in your paper to ensure you cover every one of them.

- (1) What I Learned About Myself
- (2) How This Interview Affected Me
- (3) Client Rapport / Relationship (What was the context of the relationship you were able to form?)
- (4) Communication Barriers
- (5) Differences in Communication Style (communication style, perception of the world, etc.)
- (6) Discrimination / Oppression (Has this person experienced discrimination, oppression, social or economic injustice as a result of his/her life situation?)
- (7) Affective and Cognitive Reactions (What were your affective and/or cognitive reactions to this assignment?)
- (8) Interviewing Skills (What interviewing skills did you use to gather your information? Be specific and integrate text terminology)
- (9) Difference from Intentional Interview (How did this interview and the skills you used differ from the Intentional Interview assignment?)

Integrate what you have learned from reading the text into your paper.

Appendix C: Council on Social Work Education's (CSWE) 2105 Educational Policy Standards

- 1. The student will demonstrate ethical and professional behavior.**
 - a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
 - d. Use technology ethically and appropriately to facilitate practice outcomes
 - e. Use supervision and consultation to guide professional judgment and behavior
- 2. The student will engage in diversity and difference in practice.**
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- 3. The Student will advance human rights and social, economic, and environmental justice.**
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice
- 4. The Student will engage in practice-informed research and research-informed practice.**
 - a. Use practice experience and theory to inform scientific inquiry and research
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery
- 5. The Student will engage in policy practice.**
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
- 6. The Student will engage with individuals, families, groups, organizations, and communities.**
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- 7. The Student will assess individuals, families, groups, organizations, and communities.**
 - a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
 - b. 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
 - c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- 8. The student will intervene with individuals, families, groups, organizations, and communities.**
 - a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
 - d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals
- 9. The student will evaluate practice with individuals, families, groups, organizations, and communities.**
 - a. Select and use appropriate methods for evaluation of outcomes
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
 - c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Appendix D: Field Education Performance Improvement Plan (FEPIP)
FIELD EDUCATION PERFORMANCE IMPROVEMENT PLAN**

Student Name: _____ **Semester in Field: Fall 20** _____ **Spring 20** _____

Agency: _____

Supervisor: _____

Behavior of Concern	CSWE Competency/ Learning Plan Goal	Action to be Taken	Target Date

*Student's failure to correct these deficiencies within the specified timeframe will result in termination from practicum placement.

Student Signature

Date

Agency Supervisor Signature

Date

Practicum Instructor/Field Education Director

Date