INSTRUCTOR:

SEMESTER:

OFFICE HOURS:

TELEPHONE:

E-MAIL:

**Course Description**
This course is designed to integrate classroom learning into the application of advanced interpersonal social work practice in field placements or internships. Placements are in organizations offering advanced direct social work practice experiences with some combination of individuals, families, and groups. Students will practice skills related to assessment, intervention, termination, and evaluation of practice with client systems. Learning experiences are consistent with the interpersonal practice concentration objectives, and learning contract. Field education is the signature pedagogy of social work education, and demonstrates the integration of social work knowledge, values, and skills into social work practice. SWRK 6780 course is the second in a two-course sequence. Prerequisites: SWRK 6760.

**Placement of Course within the Curriculum**
Field courses are designed to teach students the application of material that is taught in other courses. Thus, this field course is directly related to the content of courses in practice, research, policy, and human behavior in the social environment as the link between knowledge and practice.
Knowledge: the ability to remember or bring to mind appropriate practice knowledge and skill.

Comprehension: the ability to grasp the meaning of practice knowledge and skill.

Application: the ability to apply learned practice knowledge and skill to social work practice scenarios.

Analysis: the ability to break down practice content (knowledge and skill) into its component parts and understand their function in terms of improving social work practice.

Synthesis: the ability to put together various aspects of practice knowledge and skill to form a new whole in a manner that emphasizes creativity and reflects innovative ways of integrating social work practice.

Evaluation: the ability to judge the value of practice for a given purpose based on sound criteria.

Relationship of Course to Human Well-Being and Social and Economic Justice.

Field education directly places students in practice settings, which require them to practice ethically, and advance social justice. “Social workers promote social justice and social change with and on behalf of clients. Client is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation,” (National Association of Social Workers, 2008, p. 1).

Standardized Course Objectives:

1. Identify as a professional social worker and conduct oneself accordingly (related to Micro Practice Behaviors 1; 2).
2. Apply social work ethical principles to guide professional practice (related to Micro Practice Behavior 3).

3. Apply critical thinking to inform and communicate professional judgments (related to Micro Practice Behavior 4).

4. Engage diversity and difference in practice (related to Micro Practice Behavior 5).

5. Advance human rights and social and economic justice (related to Micro Practice Behavior 6).


7. Apply knowledge of human behavior and the social environment (related to Micro Practice Behavior 8).

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (related to Micro Practice Behavior 9).

9. Respond to contexts that shape practice (related to Micro Practice Behavior 10).

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (related to Practice Behaviors 11-14).

Educational Policy and Accreditation Standards (EPAS) Competencies and Practice Behaviors (PB) that are addressed in this course:

Evaluation data on the following competencies and practice behaviors will be reported to the Council on Social Work Education (CSWE)

E.P. 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

MPB 1 Demonstrate appropriate use of self in relation to client systems, colleagues, and other professionals

MPB 2 Apply self-reflection and self-care practices
E.P. 2.1.2 Apply social work ethical principles to guide professional practice.
   MPB 3 Apply ethical decision-making skills to complex situations specific to working with individuals, families, and groups

E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments.
   MPB4 Integrate reflexive practice to demonstrate critical awareness of personal and institutional biases and their impact on practice

E.P. 2.1.4 Engage diversity and difference in practice.
   MPB 5 Identify and integrate practitioner/client differences utilizing a strengths-based and collaborative perspective

E.P. 2.1.5 Advance human rights and social and economic justice.
   MPB 6 Weigh knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

E.P. 2.1.6 Engage in research-informed practice and practice-informed research.
   MPB 7 Evaluate evidence-based literature and apply evidence-based practices in working with individuals, families, and groups.

E.P. 2.1.7 Apply knowledge of human behavior and the social environment.
   MPB 8 Synthesize and apply theories of human behavior and the social environment in assessment and intervention with individuals, families, and groups.

E.P. 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   MPB 9 Analyze effect of existing policies and utilize advocacy skills with clients and other stakeholders to impact positive change

E.P. 2.1.9 Respond to contexts that shape practice.
   MPB 10 Critically appraise the social and cultural contexts (e.g., technology, legal, economic, geographical) that impact client systems to provide services that are contextually relevant.
E.P. 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

MPB 11 Demonstrate the use of differential and culturally-responsive engagement strategies to develop and maximize the therapeutic alliance with diverse client systems.

MPB 12 Synthesize theoretical and evidence-based knowledge in conducting multidimensional assessments of client systems to inform practice decisions.

MPB 13 Critically evaluate, select, and apply evidence-based strategies and interventions in clinical practice

MPB 14 Critically analyze, monitor, and evaluate treatment effectiveness and adherence to best practices

Accommodation for Disabilities/Special Needs:

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Disability Services for Students at (269) 387-2116 at the beginning of the semester. A disability determination must be made by this office before any accommodations are provided by the instructor. For more information, go to http://www.wmich.edu/disabilityservices/.

Safety and Ethics:

The School of Social Work places a high priority on social worker safety and ethical behavior. Issues related to safety, competence, and ethics that arise in the performance of social work practice with groups and organizations will be identified and discussed throughout the course. It is expected that students engage in ethical behavior in class and in the completion of course assignments.

Diversity:

The School of Social Work, as part of the WMU College of Health and Human Services, is an inclusive community of learners that embraces, respects, and advocates for human diversity. The College has a sustained commitment to eliminating disparities in health care and other human services by using dynamic methods to infuse this perspective into curricula, clinical practice, and research. It is expected that students also demonstrate a respect for diversity, consistent with the NASW Code of Ethics, in their academic performance.
FERPA Guidelines
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

HIPAA Guidelines
All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client’s written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments, and in process recording.

Student academic conduct
You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at: http://catalog.wmich.edu/content.php?catoid=20&navoid=778]. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. For the Code of Honor and additional policies on issues such as diversity, religious observance, student disabilities, etc., please see: http://www.wmich.edu/conduct/code/index.html.

Questions/ Concerns
If you have questions or experience any difficulties regarding any aspect of the course, please talk with the instructor so that the difficulties may be remedied.

Grading:
This course is a credit, no credit course.

Assignments are as follows:

1. Practicum hours log (refer to Field Manual for details)
2. Attend and participate in required field seminars
3. Learning Contract
4. Field Evaluation (measures IPPB 1-14) conducted near end of semester which includes evaluation ratings, comments and signatures of student and field instructor(s), with an achievement of a minimum score of 4.0 on a 5.0 point Likert scale across all practice behaviors, indicating “Competency” by the end of the semester
5. Other assignments required by faculty liaison.

Required Texts:

WMU School of Social Work Field Manual (http://www.wmich.edu/socialwork/academics/field/) and Field E-learning Site (https://gowmu.wmich.edu/cp/home/displaylogin, then select e-learning, then School of Social Work Field Education course)

COURSE SCHEDULE

SWRK 6760 and 6780 are sequential courses that combined make up your interpersonal practice concentration field placement. The course involves three modes of learning opportunity, which include the following:

- SWRK 6760 in Fall Semester: (1) approximately 16 hours per week interning at your field placement beginning in the first week of SWRK 6760, (2) 2 classroom meetings with your faculty liaison, and (3) 1-2 field visits involving student, field instructor, and faculty liaison.
- SWRK 6780 in Spring Semester: (1) approximately 16 hours per week interning at your field placement, (2) 1 classroom meetings with your field liaison, and (3) 1-2 field visits involving student, field instructor and faculty liaison.

There are a total of 14 practice behaviors that students must demonstrate competency before the end of SWRK 6780. Because practicum placements vary in emphasis and scope and opportunity, there is no set order of completion to practice behaviors. Students must choose a minimum of 50% of required practice behaviors to target in SWRK 6760, and reach emerging competence by scoring a minimum of 3 out of 5, and complete remaining practice behaviors in SWRK 6780. Students must score a minimum of 4
out of 5 on each practice behavior to indicate that they have achieved professional competence. A score less than 4 indicates that the student has not demonstrated the required level of professional competence.

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<tr>
<th>Competencies and Practice Behaviors</th>
<th>Topics to be Covered</th>
<th>Learning Opportunities (Assigned Readings, Learning Exercises, etc.)</th>
<th>Assessment of Learning (Participation, quiz, exam, paper, etc.)</th>
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<td>Competency E.P. 2.1.1-2.1.10a-d</td>
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<td>Threshold</td>
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<td><strong>Threshold</strong> Students are expected to achieve a mean score of 4 (Competence) for each practice behavior measured</td>
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