



SWRK 560: COURSE TITLE 3 credit hours 2024 Fall Semester		
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Prerequisite(s)/Co-requisite(s):

Admission to the MSW program. SWRK 520 Generalist Social Work Practice

Course Description:

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

Course Information:

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

Students are required to complete a **200 minimum** field hour practicum. A critical aspect of this first semester of generalist MSW field education is the beginning acquisition of social work practice roles. The course allows students to experience and reflect upon social work roles and skills covered in Generalist Social Work Practice (SWRK 520), which constitute the foundation of the generalist perspective.

Required Text(s):

Council on Social Work Education. (2022). *Educational policy and accreditation standards*.

Alexandria, VA: Author. Retrieved from [Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#)

National Association of Social Workers. (2021). *Code of ethics*. Washington, DC: Author.

Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

SWRK 560 specifically links with SWRK 520 – Generalist Social Work Practice. Refer to current SWRK 520 syllabus for text and required readings.

Important Note: SWRK 560 serves as a capstone course for the MSW generalist year. Therefore, students (and field instructors) should continually draw upon relevant content from required texts and readings for all generalist year coursework.

Recommended Text(s):

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

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

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

Learning Outcomes:

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

Knowledge

1. Demonstrate knowledge and understanding of competencies 1, 3, 4, and 6 connecting field experiences to the competencies.

Values

2. Demonstrate ability to incorporate ADEI (Anti-racist, Diversity, Equity, Inclusion) into professional and ethical behaviors in the field practicum.

Skills

3. Demonstrate ability to effectively engage professionally with diverse client groups in with consideration to ADEI, despite personal bias or values.

Cognitive & Affective Processes

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

Course Requirements

Enrollment in Generalist Social Work Practice (SWRK 520) is co-requisite with this course

Specific assignments in SWRK 520 draw upon students' field placement experiences. If a student elects—or is asked—to withdraw from either Generalist Social Work Practice (SWRK 520) or Generalist Field Practicum I (SWRK 560), he/she must withdraw from both.

Field Hours for SWRK 560

Students are required to complete pre-field training consisting of reading and submitting **seven** assignments to their Faculty Field Liaison prior to beginning their field placement. The Faculty Liaison will review the assignments and approve students to start placement or request revisions before students can start their placement. Please email your liaison if you have any questions.

Attendance and active engagement are required in field.

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

Field Timesheets

Timesheets must be completed and submitted each week for approval to the Faculty Field Liaison. The purpose of these logs is to document the number of hours of field completed as well as to track the tasks performed and skills used. Hours not documented and approved will not be credited. Students will complete timesheets in Tevera, the field software program. **Falsification of field hours is a violation of ethics and may result in dismissal from the MSW program.**

Learning Plans: Students are expected to have a signed learning plan in place and to complete the tasks that have been mutually developed. Individual tasks for each competency of the learning plans are due within **four weeks** of entering field and must be signed by the student, field instructor, and field liaison. Students and field instructors may make changes to the tasks based on the realities of the field setting and learning needs of the student, but all changes must be approved by the faculty liaison. The learning plan evaluation (including tasks) will be created and submitted electronically via Tevera. **Students may not continue accruing field hours after the 4th week of field without an approved learning plan in place.**

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

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

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

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

Field Liaison Visits

Field liaisons will make at least three contacts with the agency Field instructor during each semester. Visits (in person or via Zoom) to the agencies will occur at least two times during the semester, with additional visits/contacts at the discretion of the liaison, Field instructor, or student. The first visit should occur near the beginning of the semester to assist with, approve or revise the learning plan; the second visit should occur within the last three weeks of the semester's end for evaluations. A phone conference with the student, field instructor, and field liaison at midterm may count as the third contact.

MSW Mission Statement:

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

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

[The Council on Social Work Education](#) (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW [Generalist Competencies](#) and [Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students must master prior to graduation.

CSWE EPAS Core Competencies for MSW Education:

The [Educational Policy and Accreditation Standards \(EPAS\)](#) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A**.

Course Expectations:

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to the overall spontaneous learning. Class participation and attendance are required. Students may **miss one class** for any reason; students who miss more than one will note a 10% deduction from the final grade. Students who miss more than three classes, when there are 5 or more course meetings, will automatically receive an F in the course.
2. Students are expected to adhere to all policies contained within the [MSW Handbook](#), the [Student Code of Conduct at WKU](#), and be in compliance with the [NASW Code of Ethics](#). Students are expected act in a professional manner within the classroom and field environment with respect to their peers and faculty. This is addressed in the MSW Handbook and disruptive behaviors may result in a Professional Concerns Form.
3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of “zero” for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. Students are expected to use APA (current edition) for writing, citing, and listing references. This is for all coursework including papers, pamphlets, and online assignments. Online assignments must include in-text references and full text references at the end of the assignment just as all other written documents in this course.
5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit.
6. The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement

agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the [MSW Handbook](#) policies.

8. Students are encouraged to utilize academic support services such as [The Writing Center](#) and [The WKU Libraries](#) to help you be successful in this course.
9. In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center](#). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the [Student Accessibility Resource Center](#).
10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Additionally, WKU does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy or pregnancy-related conditions. Please go to [WKU's Title IX website](#) for full information.
11. All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations.
12. Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#)

Brief Description of Course Assignments (full description & rubric for all assignments will be available in Blackboard). The rubric for the assignment used for assessment purposes is included as Appendix B.

*** The learning plan is used for assessment purposes... Please review the learning plan in Tevera for further required documentation.*

Description of Course Assignments

Letter to Self Assignment

As you begin your field placement, you may experience a whirlwind of emotions—excitement, nervousness, and everything in between! It's essential to remember to prioritize self-care and nurture yourself during this transition. For this assignment, you will write a letter to yourself that reflects on your thoughts and feelings about entering the social work field.

Instructions:

1. **Write a Letter:** Begin your letter by addressing yourself. Share your thoughts and feelings about starting your field placement.
2. **Answer the Following Questions:** Reflect on the prompts below and include your responses in your letter. Use them to guide your thoughts as you think about your entry into the social work field:
 - What will you be doing in your placement?
 - What are you most excited about?
 - What concerns you the most?
 - What strengths will you use?
 - What challenges will you work to improve?
 - How will you practice self-care?
 - What resources will you access when you feel stressed?
 - Write 3 professional development goals for yourself for this year. Use the SMART acronym:
 - **Specific:** Clearly define the goal.
 - **Measurable:** Determine how you will measure progress.
 - **Achievable:** Ensure the goal is realistic and attainable.
 - **Relevant:** Align the goal with your overall aspirations.
 - **Time-bound:** Set a deadline for achieving the goal.
3. **Encouragement Paragraph:** Close your letter with a paragraph encouraging yourself to be open to all learning experiences during your field placement. Challenge yourself to make the most of this opportunity. Consider what you hope to accomplish and how you want to view your field experience by the end of the academic year. Be your own cheerleader!

Submission Details:

- **Format:** Your letter should be typed and formatted clearly (APA edition).
- **Length:** Aim for 1-2 pages.
- **Due Date:** Please submit your letter by the due date [refer to **APPENDIX B**].

This assignment is designed to help you reflect on your goals and feelings as you embark on this journey. We will review this letter at the end of the second semester, so take the time to think deeply about your aspirations and experiences.

Reflective Field Journals

Students must complete, on time, four journals (Journal 1 written, Journals 2-4 students may choose video or written) related to Competencies 1, 3, 4, and 6 of their learning plan. These journals link to their field setting and required competencies.

See appendix C for details on the journals.

Journals serve the purpose of:

- Relating relevant professional practice information as well as course content to the field practicum setting
- Supplementing the learning plan
- Increasing efficacy and focus for supervision
- Providing self-reflection and insight regarding role as learner and social worker
- Assessing your own progress

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

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

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

Student Self-assessment

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

Evaluation & Grading

Course grading is based on the following criteria:

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

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

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

Journals/assignments will be graded using the rubric attached. Students must pass all journal assignments with minimum of 3/5 on each rubric section to pass SWRK 560 and proceed to 561.

Regular and Substantive Interaction (Online Courses Only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

References

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- DeVylder, J. E. (2016). Preventing schizophrenia and severe mental illness: A grand challenge for social work. *Research on Social Work Practice*, 26, (4), 449-459. <https://doi.org/10.1177/1049731515622687>
- DiFranks, N. (2008). Social workers and the NASW code of ethics: Belief, behavior, disjuncture. *Journal of Social Work*. 53, 167-176.
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- Green, R. (2007). Professional education and private practice: Is there a disconnect? *Journal of Social Work*. 52, 151-159.
- Grote, N. (2007). Engaging women who are depressed and economically disadvantaged in mental health treatment. *Journal of Social work*. 52, 295-308.

- Hoefer, R. & Sliva, S. M. (2014). Assessing and augmenting administration skills in nonprofits: An exploratory mixed methods study. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 246-257. <https://doi.org/10.1080/23303131.2014.892049>
- Kaplan, D. B. & Andersen, T. C. (2013.) The transformative potential of social work's evolving practice in dementia care. *Journal of Gerontological Social Work*, 56(2), 164-176. <https://doi.org/10.1080/01634372.2012.753652>
- LaBrenz, C. A., O’Gara, J. L., Panisch, L. S., Baiden, P. & Larkin, H. (2020) Adverse childhood experiences and mental and physical health disparities: the moderating effect of race and implications for social work, *Social Work in Health Care*, 59(8), 588-614, <https://doi.org/10.1080/00981389.2020.1823547>
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- Lusk, M., Terrazas, S., & Salcido, R. (2017) Critical cultural competence in social work supervision, human service organizations: Management, leadership & governance, 41(5), 464-476. <https://doi.org/10.1080/23303131.2017.1313801>
- Megivern, D. (2007). Quality of care: Expanding the social work dialogue. *Journal of Social Work*. 52, 115-124.
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Additional texts and readings may be assigned by Field Instructors.

Appendix A

2022 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Online Pre-Field Assignments	1	Knowledge
	Learning Plan Tasks	2,3	Values, Skills
	Reflective Field Journal	1,4	Knowledge, Cognitive & Affective Processes
	Field Practicum	2,3	Values, Skills
	Field Evaluation	3	Skills
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Learning Plan Tasks	2,3	Values, Skills
	Field Practicum	2,3	Values, Skills
	Field Evaluation	2,3	Values, Skills
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Learning Plan Tasks	1,2	Knowledge, Values
	Reflective Field Journal	1,3,4	Knowledge, Skills, Cognitive & Affective Processes
	Field Practicum	2,3	Values, Skills
	Field Evaluation	3	Skills
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Learning Plan Tasks	1	Knowledge
	Reflective Field Journal	1	Knowledge
	Field Practicum	2	Values
	Field Evaluation	2	Values
Competency 5: Engage in Policy Practice	Learning Plan Tasks	2	Values
	Field Practicum	2	Values
	Field Evaluation	2	Values
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	1,2,3	Knowledge, Values, Skills
	Reflective Field Journal	1,4	Knowledge, Cognitive & Affective Processes
	Field Practicum		
	Field Evaluation	2,3	Values, Skills

		3	Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	2,3	Values, Skills
	Field Practicum	2,3	Values, Skills
	Field Evaluation	3	Skills
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	2,3	Values, Skills
	Field Practicum	2,3	Values, Skills
	Field Evaluation	3	Skills
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Learning Plan Tasks	2,3	Values, Skills
	Midterm Student Self-Assessment	4	Cognitive & Affective Processes
	Field Practicum	2,3	Values, Skills
	Field Evaluation	3	Skills

Appendix B

SWRK 560 Weekly Schedule

Week	Competency Focus	Field Assignments
1 8/19 -8/25		<ul style="list-style-type: none"> • Field Interview • Pre-field Assignments- WKU Field website, Set up and Review in Blackboard Ultra • Review Syllabi-Field expectations, requirements, assignments, timesheets
2 8/26 - 9/1		<ul style="list-style-type: none"> • All online pre-field orientation assignments must be submitted to liaison before first day of field placement.
3 9/2 - 9/8		<ul style="list-style-type: none"> • All online pre-field assignments must be submitted to liaison before first day of field placement.
4 9/9 - 9/15		<ul style="list-style-type: none"> • Complete the Initial Field Information Form • Review and Develop Learning Plan with FI • Field hours • Letter to Yourself Assignment Due
5 9/16 - 9/22		<ul style="list-style-type: none"> • Schedule Initial Visit with Field Liaison • Field hours
6 9/23 - 9/29	Core Competency 1: Demonstrate ethical and professional behavior	<ul style="list-style-type: none"> • Journal 1 Due • Field hours
7 9/30 - 10/6		<ul style="list-style-type: none"> • Learning Plan due to Field Liaison • Field hours
8 10/7 - 10/13	Core Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<ul style="list-style-type: none"> • Journal 2 Due • Field hours
9 10/14 - 10/20	Midterm	<ul style="list-style-type: none"> • Student self-assessment due to Field Liaison • Learning Plan midterm comments due to Field Liaison • Field hours
10 10/21 - 10/27		<ul style="list-style-type: none"> • Field hours
11 10/28 - 11/3	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> • Journal 3 Due • Field hours
12 11/4 - 11/10		<ul style="list-style-type: none"> • Schedule Final Visit • Field hours

Week	Competency Focus	Field Assignments
13 11/11 - 11/17	Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Journal 4 Due • Schedule Final Visit • Field hours
14 11/18 - 11/24		<ul style="list-style-type: none"> • Field hours
15 11/25 - 12/1	Evaluation of student field performance	<ul style="list-style-type: none"> • Final Evaluation of Field Placement- make sure field instructors, students, and field liaisons have completed ALL documentation with signatures • Field hours (cannot finish hours before this week)
Week 16- 12/2 - 12/6 Finals Week		<ul style="list-style-type: none"> • Can be used to finish field hours, if needed, but hours MUST be completed by Friday of this week

Appendix C

SUPERVISION/FIELD JOURNAL FORMAT

SWRK 560 requires reflective journals of the Competencies 1, 3, 4, and 6. Students are expected to review the [MSW Generalist Competencies and Behaviors](#) for the detailed explanation of the competencies and associated behaviors.

Write a 750-1200 word or record a 5–10-minute video (recorded utilizing Zoom or YouTube) reflective journal relating your field practicum experience and the assigned competency (see the list below for the competency to be covered in each journal). Journals should also include a reflection on your developed self-care plan. The grading rubric for journals can be found at the end of the syllabus. Journals will be submitted on Blackboard.

Be sure to include all the following in each journal:

- Provide a brief summary of the assignment you completed.
- How does the assignment relate to your practicum?
- Relate the competency for this journal to what you are currently doing in field placement.
 - Discuss your understanding of this competency and the related behaviors. See [MSW Generalist Competencies and Behaviors](#).
 - How have you engaged in the behaviors for this competency at your agency?
- Discussion of what you are doing in your practicum.
 - Briefly describe what you have been doing in field. What are you learning?
 - Describe your strengths in your experiences at your agency.
 - How have your experiences challenged you/helped you grow as a professional Masters level social worker in training?
 - Discuss the feedback you've received during supervision and how you are using that feedback.
 - What are your thoughts/feelings related to your progress as a professional masters level social worker in training?
 - What ADEI practices have you observed in your agency? Provide examples where you or others have implemented ADEI practices in your agency?
- Review of your current self-care plan
 - What have you done for self-care?
 - What worked? What was a barrier/obstacle for self-care during this time?
 - Do you anticipate any upcoming barriers to self-care? How will you overcome these obstacles? What is your plan for self-care emergencies?
 - How/Will your plan change?
 - How will you track the progress of your self-care plan?

Journal	Competency	Suggested Assignment(s)
1	Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • SWRK 520 – Practice Exercise #1
2	Competency 3: Engage Anti – Racism, Diversity, Equity, and Inclusion (ADEI) in practice	<ul style="list-style-type: none"> • SWRK 510 – DB Racism, Discrimination, and Oppression in Multicultural Lives
3	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • SWRK 520 – Video #1 Direct Practice Skills Demonstration
4	Competency 4: Engage in Practice – Informed Research and Research Informed Practice	<ul style="list-style-type: none"> • SWRK 540 – Infographic

Appendix D

WKU SW 560/561 Advanced Field Practicum Journal Grading Rubric

Level of Performance

Content	Failing (0-1)	Failing (2)	Passing with Minimal Expectations (3)	Passing with Proficiency (4)	Passing with Distinction (5)	Score
<i>Attention to details</i>	<ul style="list-style-type: none"> •Did not submit OR submitted but incomplete •did not follow instructions; •needs to submit or revise; requires consultation with field liaison 	<ul style="list-style-type: none"> •Submitted •did not follow instructions; •revision needed; requires consultation with field liaison 	<ul style="list-style-type: none"> •Submitted; •followed instructions; •no revision needed but may need consultation with field liaison 	<ul style="list-style-type: none"> •Submitted; •followed instructions; •no revision needed; consultation with field liaison not required 	<ul style="list-style-type: none"> •Submitted; •followed instructions consistently in all content areas; •no revision needed; consultation with field liaison not required 	
<i>Application to competency and expected behaviors</i>	<ul style="list-style-type: none"> •Major problems or inconsistencies in requested content areas •identified no learning goals; •<u>written/oral response reflects little or no understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Major problems with some requested content areas; •identified vague or very broad learning goals that can apply to any situation; •<u>written/oral response reflects low level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Some minor problems with requested content areas; •some inconsistencies but clear identifiable learning goals; •<u>written/oral response reflects beginning/average level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •Minimal or no problems with requested content areas; •minimal or no inconsistencies in clearly identifying learning goals; •<u>written/oral response reflects above average level of understanding as evidence of mastery</u> 	<ul style="list-style-type: none"> •No problems with requested content areas; •consistently and clearly identifies learning goals; •<u>written /oral response reflects advanced level of understanding as evidence of mastery</u> 	
<i>Demonstrates effective written/oral communication</i>	<ul style="list-style-type: none"> •<u>No written/oral response OR written/oral response is not clear in all or most areas;</u> •very noticeable errors in mechanics of writing, 	<ul style="list-style-type: none"> •<u>Written /oral response is not clear in multiple areas;</u> •noticeable errors in mechanics of writing, usage of language, and 	<ul style="list-style-type: none"> •<u>Written/oral response is clear;</u> •some noticeable errors in mechanics of writing, usage of language, and 	<ul style="list-style-type: none"> •<u>Written/oral response is very clear;</u> •minimal or no noticeable errors in mechanics of writing, usage of language, and 	<ul style="list-style-type: none"> •<u>Written/oral response is very clear,</u> •no noticeable errors in mechanics of writing, usage of language, and 	

	usage of language, and sentence structure on each page; •difficult to understand; • <u>fails to clearly cite</u> sources and references in APA style when appropriate • revision needed & refer to WKU Writing Center	sentence structure on each page; •difficult to understand; •major inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate • revision needed & refer to WKU Writing Center	sentence structure on some pages; •generally not affect understanding; •some inconsistencies with clearly <u>and</u> accurately citing sources and references in APA style when appropriate • no revision needed but might benefit from referral to WKU Writing Center	sentence structure on each page; •easy to understand; •minimal or no inconsistencies in clearly <u>and</u> accurately citing sources and references in APA style when appropriate • no revision needed; no referral to WKU Writing Center	sentence structure on each page; •easy to understand; •consistently inserts <u>and</u> accurately cites sources and references in APA style when appropriate • no revision needed; no referral to WKU Writing Center	
<i>Attention to self-assessment and self-reflection</i>	• <u>Fails to provide clear comments and examples</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	•Provides <u>very vague, general comments and examples with major inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	•Provides <u>some clear comments and examples but with some inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	•Provides <u>clear comments and examples with minimal or no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	•Provides <u>very clear comments and examples with no inconsistencies</u> in describing personal strengths, challenges, and managing personal values encountered in supervision, interactions with clients and staff, etc.	
						Total —

Field Liaison Comments:

