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SCHOOL OF SOCIAL WORK		OFFICE:	324
Semester:	Fall 2011	OFFICE HOURS:	1-4 PM Thursday and by appointment
Course:	SWK 498.03	OFFICE PHONE:	438-5903
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		OTHER:	

ADVANCED PRACTICUM I Child and Family Practice

CATALOG DESCRIPTION

Advanced practicum supervised by an approved agency-based instructor. Concurrent registration required in SWK 445 and SWK 491. 3 semester hours.

Prerequisites: Satisfaction of all MSW foundation requirements; satisfaction of all advanced courses taken; and graduate standing.

COURSE DESCRIPTION

The advanced practicum courses in the MSW program extend and deepen knowledge gained throughout the foundation and advanced curricula. The practicum courses provide experiences that support application, critical analysis, synthesis, and evaluation of knowledge, and further development of skills and values acquired both in the classroom and the practicum. Students are expected to master the knowledge and skills needed for differential assessment and intervention in highly complicated personal and interpersonal problematic situations.

The focus of the advanced practicum courses is application of advanced knowledge and development of clinical skills in agency-based social work practice with vulnerable clients who are likely to be experiencing serious difficulties. The person/environment system remains the unit of attention, and environmental factors may be as much the focus of intervention as clients' functioning.

The advanced practicum courses are individually designed to enhance students' professional development and educational needs. Structure is provided by: (1) completion of an educational assessment, (2) development and implementation of an *Integrated Practicum Learning Contract and Evaluation*, and (3) completion of a practicum evaluation. Students must receive credit (CR) for SWK 498.03 in order to move on to SWK 498.04.

RELATIONSHIP TO OTHER COURSES

The advanced practicum is built on foundation and advanced social work knowledge from courses throughout the entire curriculum. Students must have completed all required social work courses with the exception of those they take concurrently, including SWK 445, Practice Evaluation I, and SWK 491, Advanced Practicum Seminar I. In SWK 445 they will develop a research project based in their practicum agency. SWK 491, Advanced Practicum Seminar II, the concurrent university-based seminar, helps students to integrate their agency-based practicum education with their university-based coursework.

COURSE GOALS

The goals for the course are to:

1. Facilitate application of knowledge, values, and skills acquired in the classroom to agency-based practice.
2. Expand the professional knowledge base of students.
3. Foster acquisition of advanced social work practice skills.
4. Facilitate students' critical evaluation of their practice.
5. Enhance students' definition of themselves as professional social workers.
5. Develop professional behavior that demonstrates the values, ethics, and norms of the social work profession.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will have achieved the following learning outcomes . Students will be able to:

1. Apply the ethical practice guidelines stated in the *NASW Code of Ethics* and federal and state law in the agency.
2. Behave in accord with the *NASW Code of Ethics* and federal and state law in the agency.
3. Differentially apply practice modalities with agency clients.
4. Function as an effective team member.
5. Apply individual, and/or family or group theory/models with agency clients.
6. Apply research findings to selective intervention with agency clients.
7. Adapt one's practice to respond to diverse clients.
8. Write the documents required in your placement following agency recording guidelines.
9. Practice in accord with emerging trends in the agency's field of practice.
10. Advocate for the best interests of clients within and outside the agency.
11. Implement field instructor's feedback to improve practice.
12. Assess professional development.
13. Plan for professional development.

REQUIRED READING(S) AND TEXTBOOK(S)

- MSW Practicum Manual. The manual provides a description of the practicum curriculum, policies and procedures, and required forms for the MSW Field Education Program.
- Professional Reading. Students are required to read and become familiar with the professional literature in the placement agency's field of practice. These readings may be recommended by the field instructor, faculty liaison, or identified by the student. The selected readings should be listed on the student's Integrated Practicum Learning Contract and Evaluation.

Reserve Reading(s) (*Available at the Reserve Desk at Milner Library – locate by title*): Students are expected to read professional literature relevant to practice and policy in their practicum agencies.

Recommended Reading(s):

EXPECTATIONS OF STUDENTS

Self-directed Learning: In the advanced practicum, students have the major responsibility for their own learning and are expected to actively participate in planning and implementing the *Integrated Practicum Learning Contract and Evaluation* for their professional development. This process requires honest self-examination and minimal defensiveness in acknowledging one's limitations in knowledge and skills as well as those personal characteristics or values which might pose barriers to effective professional functioning.

Supervision: Students are expected to make optimal use of supervision by preparing for supervisory conferences and by sharing academic course content and materials with agency-based field instructors. In addition, students are expected to use faculty field liaisons as consultants to enhance their professional development and practice effectiveness.

Ethical Practice: Students are expected to take responsibility for becoming part of the practicum agency and participating as responsible practicum student members. Students are expected to adhere to the ethical standards of practice explicated in the NASW Code of Ethics and in Section 6369 of the Illinois Clinical Social Work and Practice Act. Serious breaches of these standards may result in failure to receive credit for the practicum and/or other disciplinary measures.

Assignments: Promptness in completing assignments is a requirement. However, circumstances may arise which make it impossible to complete requirements on time. When such circumstances occur, appropriate arrangements must be made in advance

whenever possible.

Written Work: Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (1997). This reference text also provides excellent information on the organization and writing of papers.
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The department standard is New Times Roman 12 point.

Nondiscriminatory Language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language.

Written Work: Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

Nondiscriminatory Language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Field instructors may return work for revisions in language. Be sensitive to your use of language.

Special Needs: Students with special needs should notify the instructor. Students needing to arrange reasonable accommodations for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (Voice), 438-8620 (TTD).

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available on the Internet: www.naswdc.org.

ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor's handout for writing guidelines and grading criteria.

The Integrated Practicum Learning Contract and Evaluation

Baseline Assessment: At the beginning of advanced practicum, BSW-degreed master's students complete a baseline assessment of their practice competencies using the objectives and rating scale provided in the Integrated Practicum Learning Contract and Evaluation. Non-BSW master's students who have completed the foundation practicum at ISU review their foundation learning contracts and evaluations with their field instructors. All advanced practicum learning contracts should build on the student's current levels of mastery.

Development of the Learning Contract: In collaboration with the field instructor and the faculty liaison and consultation from the faculty liaison, each student develops an Integrated Practicum Learning Contract and Evaluation for the practicum course at the beginning of the semester. The Integrated Practicum Learning Contract and Evaluation specifies the agency-based practicum assignments through which the student will acquire and demonstrate achievement of the course objectives and the nature and sources of the evaluation data that will be used to grade performance. Instructions and the rating scale for evaluating performance is integrated into the learning contract.

Agency-based assignments are designed to develop competence in direct practice. The student and field instructor together develop a progression of assignments to achieve specific competencies. These assignments serve as the foundation for all practicum learning and teaching and are designed to facilitate meeting the learning objectives for the practicum course.

The template for the Integrated Practicum Learning Contract and Evaluation for SWK 498.03 (Child and Family Practice), FORM A4a, is available on the School's website as part of the MSW Practicum Manual. Students make three (3) copies of the learning contract specifying the practicum assignments and the nature and sources of evaluation data at the beginning of the semester. One copy is submitted to the field instructor and one to the faculty liaison. The third copy is retained by the student. Students also make three (3) copies of the learning contract containing the performance evaluation at the end of the course and submit copies to the field instructor and the faculty liaison. The learning assignments can be modified or added to at any time during the placement.

Beginning Practicum Assignments: Students begin specific assignments very early in their placements, ideally during the first week. Assignments gradually increase over the following weeks, so that students are carrying their full complement of work by the end of the semester. By the end of the third week in the placement, the student and the

field instructor should have identified appropriate, specific learning assignments and have completed the learning contract for review by the faculty liaison. The learning contract, which is updated and revised as needed, becomes the guide for the practicum experience. The first agency visit is made to finalize the learning contract between September 1-and September 15.)

Recording Assignments: Students are required to complete audio tapings accompanied by written analyses or process recordings of client sessions that are included as assignments in their learning contracts. A minimum of two tapings or process recordings is required that demonstrate thorough and appropriate application of theory and skills acquired in coursework. If the student's first tape demonstrates excellent interviewing and assessment skills, the faculty liaison can waive the 2nd taping assignment. Another option is for the assignment is to have the field instructor observe and evaluate the student's skills by observing the interviews. Although the assignment is included in the practicum learning contract and evaluated by the field instructor, tapes and analyses are given to the faculty liaison for review and feedback.

Allocation of Agency Time: In order to learn advanced practice skills, the majority of the practicum week is spent in direct practice. A minimum of 1 hour a week is devoted to individual supervision with additional time in individual or group supervision as needed. Professional recording, which facilitates advanced competence in assessment and case planning generally occupies 2-3 hours a week of the student's agency time. Participation in staff meetings, team conferences, and in-service trainings generally occupies about 4-6 hours weekly. Students may use up to 25 hours of practicum time during the semester to develop the research proposal.

Practicum Evaluation: Formal evaluation of students' performance on the practicum assignments is made by students and their field instructors using the Integrated Practicum Learning Contract and Evaluation at the conclusion of the practicum course. The performance ratings are added to the original learning contract and any changes in the nature and sources of data used for evaluation performance are made in the contract. The field instructor also provides a narrative evaluation of the student's performance. These documents are reviewed by the faculty liaison and provide the basis for the faculty liaison's evaluation and planning visit to the agency at the conclusion of the practicum course. The faculty liaison meets with the student, and field instructor to review the student's progress, determine a grade for the course, and plan for the following semester. The practicum evaluation takes place between the fourteenth and sixteenth week of the placement.

It is the responsibility of the faculty field liaison, field instructor, and student to insure throughout the practicum that the assignments specified in the Integrated Practicum Learning Contract and Evaluation are completed and are consistent with the educational objectives of the MSW practicum course.

If the terms of the Integrated Practicum Learning Contract and Evaluation are not met, the practicum placement may be terminated. In that event, the student may not be able to begin an alternate placement until the following academic year. Because SWK 498.03 and SWK 491 are interrelated courses, a student will have to repeat the complementary seminar course as well as the practicum course.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

The advanced practicum is graded Credit (CR) or No Credit (NC). Evaluation of practicum performance serves many purposes. The major purposes of performance evaluation are (1) comprehensive assessment of progress in the requisite social work competencies and (2) planning future learning to further professional development. Formal evaluations are conducted at specified times in the practicum. Students also are given feedback on their work on a frequent and regular basis. Students participate in all aspects of the evaluation. This process models proactive, competency-based, adult learning principles for professional development.

BIBLIOGRAPHY AND FURTHER READINGS

In addition to reading in the professional literature related to their practice, the readings listed below may be helpful to students in maximizing their field education.

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