Course Title: Advanced Macro Field Practicum  
Level of Instruction and Credit Hours: Graduate; 4 credit hours  
Prerequisites: SWK 6189; if ASAP, SWK 7500

Course Description
As the signature pedagogy of social work, field education is critical to the education and development of skilled professional social workers. Field education utilizes the knowledge, skills and values gained in the classroom and applies them to work with individuals, families, groups, and communities. The second year field practicum is designed to provide opportunity for the student to grow and develop in the application of professional values, knowledge, and interventive techniques essential for responsible professional social work practice as a social work administrator. The three quarters of the second year practicum focus on the acquisition of competence in social work administration with governmental and inter-governmental bodies, private social welfare organizations, and/or communities within a prescribed field of practice.

A competency-based social work model is employed to enable students to assume the role of social worker and, under the close supervision of an experienced and competent administrative social work practitioner/instructor, to progressively achieve more autonomy in organizational or community practice. The Administrative Social Work Practicum should be competency-based and aim to produce self-aware practitioners who are grounded in social work values and ethics, able to apply administrative interventions from different theories of management practice, and evaluate the effectiveness of the programs they manage.

The social work commitment to various minority and oppressed populations including (but not limited to) persons of color, women, the differently-abled, Vietnam veterans, and gays and lesbians should be a dominant theme in the day to day operation of the social work organization. Therefore, students need to be committed to social equality and justice in maximizing the agencies responsiveness to its clients. It also requires competence in applying differential interventive knowledge, skills, strategies, and attitudes in bringing about necessary changes, where appropriate, in organizations, and communities. Students are encouraged to facilitate their learning and growth to become administrators and leaders who create programs capable of reaching out to all vulnerable clients.

Course Competencies and Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Students will:

   a. practice personal reflection and self-correction to assure continual professional development;
   b. attend to professional roles and boundaries
   c. engage in career-long learning; and
2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Students will:

a. recognize and manage personal values in a way that allows professional values to guide practice;
b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
c. tolerate ambiguity in resolving ethical conflicts; and apply strategies of ethical reasoning to arrive at principled decisions;
d. Describe the appropriate use of policies on sexual harassment, conflict of interest, and confidentiality in the context of human service agency practice.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Students will:

a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
b. analyze models of assessment, prevention, intervention, and evaluation;
c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Students will:

a. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
b. recognize and communicate their understanding of the importance of difference in shaping life experiences;
c. view themselves as learners and engage those with whom they work as informants;
d. conduct an assessment of staff and client diversity and the impact of program design and delivery upon issues of diversity.

5. Advance Human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and
society to ensure that these basic human rights are distributed equitably and without prejudice. Students will:

a. understand the forms and mechanisms of oppression and discrimination
b. understand the significance of community practice in the social work profession, with particular focus on its commitment to empowerment and advocacy in promoting social justice
c. engage in practices that advance social and economic justice
d. advocate for human rights and social and economic justice
e. demonstrate use of community practice approaches in strategic forms of advocacy practice
f. assess the impact of relevant social policy upon the just treatment of agency clients and describe appropriate approaches for advocacy

6. Engage in research informed practice and practice informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Students will:

a. use practice experience to inform scientific inquiry
b. use research evidence to inform practice

7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Students will:

a. understands theoretical explanations of organization and community behavior and describes their application to practice in both contexts
b. understands theories of organizational culture and the role of culture in shaping organizational performance
c. utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation
d. critique and apply knowledge to understand person in environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Students will:

a. collaborate with colleagues and clients for effective policy action
b. analyze, formulate, and advocate for policies that advance social well-being
9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Students will:

a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
c. apply skill in the selection, development, and retention of staff

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Students will:

a. Engage
   i. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
   ii. use empathy and other interpersonal skills
   iii. facilitates the development of meaningful agency-consumer/stakeholder partnerships

b. Assess
   i. define client centered outcomes for agency assessment
   ii. collection, organize, and interpret client data
   iii. assess client strengths and limitations
   iv. develop mutually agreed-on intervention goals and objectives
   v. select appropriate intervention strategies
   vi. assess an agency’s existing level of engagement in inter-organization, neighborhood, and community collaborations and identify potential areas of need

c. Intervention
   i. initiate actions to achieve organizational goals
   ii. implement prevention interventions that enhance client capacities
   iii. help clients resolve problems
   iv. negotiate, mediate, and advocate for clients
   v. facilitate transitions and endings
   vi. formulate strategies for organization change that are informed by a culture assessment
vii. demonstrate appropriate use of community practice strategies to design an intervention and evaluation plan for developing community partnerships and collaborations

viii. demonstrate competent use of core management skills such as delegation, meeting management, and the use of feedback to achieve program outcomes

d. Evaluation

i. critically analyze, monitor, and evaluate interventions

ii. understand the use of performance information as a management tool

iii. devise strategies for monitoring agency performance

Course Evaluation by Students:
Students will evaluate the course using the evaluation of field practicum survey.

Statement on Academic Integrity and Academic Misconduct:
The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

College Incomplete Policy
"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" grade with an alternate grade of "U" is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the "I" must be completed before the end of the second week of the next semester.

Method of Instruction:
Field Practicum: student will spend 24 hours a week in a designated field agency, under the supervision of a qualified field instructor.

Course Expectations, course requirement and assignments:
Students in foundation field practicum are expected to be competent in all core competencies and practice behaviors by the end of their first year of field education in the Master's of Social Work program. The assignments will be developed through the learning agreement with the specific student and agency in mind. (See SWK 7189 Macro Learning Agreement for details)

The field practicum is evaluated by the field instructor, based on the activities of the learning agreement. Students will receive an “S” for demonstrating movement towards competence (EC-emerging competency), Competence (C), or Advanced Competence (AC). Students who receive a UP-unacceptable progress, or IP, insufficient progress, will have, at a minimum, a meeting with the field instructor and a representative from the Office of Field Education to determine grade and planning for improvement. See
Course Schedule and Content
This course is a field practicum, occurring in a community agency. Students will spend 24 hours per week in the field, for 14 weeks, totaling 336 hours per semester, and will work toward competency in all areas and practice behaviors over the course two semesters. The learning activities are developed by the student and field instructor, tailored to the agency and the student. Therefore, each week’s activities are unique to the student and the agency.

The number and diversity of agency settings utilized for student placements highlight the importance of common guidelines for evaluation of student performance. The guidelines are not a substitute for the judgment of the individual instructor in assessing the student’s performance, but rather they serve to provide a focus for all instructors so that common areas are evaluated. The overall grade for a student will be determined as either:

- S = Consistently acceptable performance or above
- U = Below acceptable performance

Evaluation of the student's field practicum learning and performance is the overall responsibility of the field instructor and is an ongoing process. Both the instructor and the student have an integral part in the evaluation process. Each has a particular level of responsibility in making it a mutually educative part of the field practicum course. Communication between the field instructor and the student assure that both are aware of the level of performance of the student which is being achieved at a given point in time. Ongoing and regularly scheduled meetings or conferences between students and instructor are necessary for this goal to be achieved.

To enable instructors to relate evaluation of student performance in the field to the commonly identified areas of expectation and to provide for uniformity in the recording of specific evaluative data, please use the form entitled "Field Learning Agreement and Evaluation." Formal evaluations using the prescribed form and format with a supporting narrative must be submitted to the College at the end of each semester. The student should have the opportunity to read and sign the evaluative materials before they are submitted to the College. The student's signature does not mean that the student and the instructor are necessarily in agreement about its content but rather that the student has had an opportunity to read and discuss the evaluation with the instructor. The student has the right to submit a written addendum to the evaluation. Both the instructor and student must sign the addendum. The signature of the instructor only acknowledges reading the addendum. It does not imply agreement.

The evaluation and recommended grade for each quarter should be submitted to the Office of Field Education by the deadline dates specified in the field practicum calendar for the academic year. The faculty field liaison is responsible for assigning the grade based on the recommendation of the field instructor. Faculty field liaisons are available to field instructors on a consultation basis in relation to evaluative and grading processes.

The Student Who is Experiencing Difficulties or is Not Meeting Performance Expectations

Even though students admitted to the College are viewed as having the potential capacities for completing the program, this may not always be true for numerous reasons which are revealed as he or she progresses into the program. In all fairness to the student who is investing energy and financial resources in his or her educational program, a student should not remain in the program if there is evidence he or she is unsuited or will not be able to perform in a professional capacity. Should a student experience difficulties in the
areas of field practice or not meet expectations at any point in time, the following process is available to students and field instructors for resolution of problems:

Step 1 Conference between student and field instructor is the first avenue for problem resolution.

Step 2 Conference between student and faculty field liaison or field instructor and the liaison for support and advice in carrying out Step 1.

Step 3 Triad conference between student, field instructor and faculty field liaison. This is a joint approach to problem identification, and an exploration of alternatives. If the problem is not resolved, the liaison refers the matter to the coordinator.

Step 4 Conference with the Director of Field Education. It is the responsibility of the Director to see to it that problem resolution has followed the appropriate channels which may include the advisor, the curriculum area chair and the respective program directors.

At any time in the process, the student, faculty advisor, field instructor, or field liaison may request a performance review to bring the resources of the college to bear in problem solving (see MSW Handbook for details about performance reviews).

**Students with Disabilities**

Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; www.ods.ohio-state.edu
Advanced Practice Field Seminar

In conjunction with the advanced field practicum, students will also be required to participate in field seminar. Students will select an appropriate seminar based on practice area and service population. Students will attend four (4) seminars during each semester of the advanced field practicum, for a total of eight (8) seminars.

The purpose of the seminar is to create a safe environment that fosters group collaboration/cooperation and provides students with opportunities to use critical thinking, self-reflection, and oral/written communication skills.

In the field seminar, the expectation is that students will be able to demonstrate the ability to process their field experience.

1. Students will demonstrate an understanding of the application of theoretical content in social work practice.
2. Students will articulate social work practice issues and specific problems and ethical issues encountered in the field placement and engage in mutual support and problem-solving.
3. Students will demonstrate an understanding of the application of field education learning objectives in the field placement experience.
4. Students will demonstrate an understanding of the community, organizational, and professional context of practice.
5. Students will integrate advanced practice behaviors into discussions in class, and increase previous knowledge and skills of core practice behaviors.
6. Students will develop an identity as a professional social worker and demonstrate the values and ethics that define the profession.

Content topics list:

Seminar #1

- Expectations for Competencies
- Learning Agreement and Activities
- Performance Reviews
- Diversity
- Communication – Texting, Facebook, Email
- Professional Participation/Engagement/Assuming Positive Intent
- Gatekeeper Role
- Capstone discussion

Assignment: Self assessment
Seminar #2
- Supervision
- Policies and procedures of the agency
- Biases/Stereotyping
- Boundaries
- Rapport/Treatment Relationship
- Ethical Problem Solving
- Capstone discussion
- Is a PhD in social work for you?

Assignment: Reflective Journal

Seminar #3
- Ethical Implications-Funding & Research
- Diversity of Population & Agency Services
- Advocacy: your role
- Self-care: Managing your personal energy
- Capstone discussion

Assignment: Reflective Journal

Seminar #4
- LISW test
- Documentation-learning how the system works at your agency
- Application of skills and purpose
- Capstone discussion

Assignment: Reflective Journal

Seminar #5
- Midterm Self-Assessment
- Fine tune the learning agreement
- Poverty & Advocacy within your organization
- Capstone discussion

Assignment: Reflective Journal

Seminar #6
- Job Preparation
- Resume Writing
- Interviewing Skills
- Capstone discussion

Assignment: Bring a rough draft of your resume
Seminar #7

- Implications of research for practice
- Licensure of LISW-S and Continuing Education
- Mock Interviews (Final Assignment)
- Capstone Discussion

Seminar #8

- Final Self-Assessment-who are you now?
- Life-long Learning Plan
- Celebrate
- Maintain Professional Relationships/NASW
- Leadership/Shadow of a leader