Course Description and Purpose: Senior Field Practicum provides an educationally guided intensive field practicum experience under the direct supervision of an agency-based master’s level social worker in a social service agency and also under the guidance of the university’s Social Work Field Education Director. Students spend a minimum of 400 hours in the field during the semester. The practicum prepares students for generalist social work practice with individuals, families, groups, organizations and communities. The course will help students develop a stronger identity with the profession of social work, integrate the knowledge, values, and skills learned in social work courses, apply their classroom knowledge into evidence-based practice, work with diverse populations, address issues of social and economic justice and injustice, and have an opportunity to work together with professional social workers to further develop generalist social work competencies and practice behaviors.

The Senior Social Work Field Practicum is the capstone for social work majors. One major goal of the course is to assist students with their transition into professional roles. During the semester students have the opportunity, in a supervised setting and in conjunction with the Senior Social Work Seminar, taken concurrently, to apply their knowledge, skills, and integrity of ethics toward developing competency as a professional social worker. The combined courses assist students in connecting and integrating concepts and theory from course work into effective evidence-informed practice.

Student Learning Outcomes: By the end of the semester through activities tied to the learning contract, students will demonstrate competency in the following:

Core Competencies and Practice Behaviors based on CSWE 2008 EPAS

Competency 1
Identify as a professional social worker and conduct oneself accordingly
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and
6. Use supervision and consultation

Competency 2
Apply social work ethical principle to guide professional practice
7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. 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,
9. Tolerate ambiguity in resolving ethical conflicts; and
10. Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 3**  
**Apply critical thinking to inform and communicate professional judgments**  
- 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  
- 12. Analyze models of assessment, prevention, intervention, and evaluation; and  
- 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Competency 4**  
**Engage diversity and difference in practice**  
- 14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
- 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
- 16. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and  
- 17. View themselves as learners and engage those with whom they work as informants.

**Competency 5**  
**Advance human rights and social and economic justice**  
- 18. Understand the forms and mechanisms of oppression and discrimination  
- 19. Advocate for human rights and social and economic justice; and  
- 20. Engage in practices that advance social and economic justice.

**Competency 6**  
**Engage in research-informed practice and practice-informed research**  
- 21. Use practice experience to inform scientific inquiry and  
- 22. Use research evidence to inform practice.

**Competency 7**  
**Apply knowledge of human behavior and the social environment**  
- 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and  
- 24. Critique and apply knowledge to understand person and environment.

**Competency 8**  
**Engage in policy practice to advance social and economic well-being and to deliver effective social work services**  
- 25. Analyze, formulate, and advocate for policies that advance social well-being; and  
- 26. Collaborate with colleagues and clients for effective policy action.

**Competency 9**  
**Respond to contexts that shape practice**  
- 27. Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 10 (a)-(d)**

**Engage/assess/intervene/evaluate with individuals/families/groups/orgs/communities**

**(a) Engagement**
- 29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 30. Use empathy and other interpersonal skills; and
- 31. Develop a mutually agree-on focus of work and desired outcomes

**(b) Assessment**
- 32. Collect, organize, and interpret client data;
- 33. Assess client strengths and limitations;
- 34. Develop mutually agreed-on intervention goals and objectives; and
- 35. Select appropriate intervention strategies

**(c) Intervention**
- 36. Initiate actions to achieve organizational goals;
- 37. Implement prevention interventions that enhance client capacities;
- 38. Help clients resolve problems;
- 39. Negotiate, mediate, and advocate for clients; and
- 40. Facilitate transitions and endings.

**(d) Evaluation**
- 41. Analyze, monitor and evaluate interventions

**Course Requirements:**

1. **Required reading:**
   Students are required to read the Social Work Senior Field Practicum Manual available from the program office and on program web site.

   “Writing Service-Learning Papers: What is Reflection, Exactly?” *Building Bridges*, Doris Hamner, 2002 (on Connect)

2. **Portfolio:** Each student is required to compile a sample of their work. The following items **must** be included:

   a. **Agency Information** - agency *brochure* or other descriptive materials; samples of *recording forms*; copy of the grant through which the agency is funded; etc.  The *Agency Analysis* required for Senior Seminar is part of this requirement. (Competencies 1,2,6,8,9)

   b. **Materials used for placement** - Student's *resume*, approved by the campus Center for Leadership, Calling, and Service; *Trevecca-Agency Practicum Contract & Confidentiality Form*. (Competency 1)

   c. **Materials which illustrate student's work** – A copy of the signed and completed Senior Field Practicum *Learning Contract* (see manual), a *log of hours* at the agency (see manual for
form), two **evaluation forms** (see manual) of an interview with a client (one completed by student, the other completed by site Field Instructor), a **summary of tasks** student accomplished, and detailed description of any special assignments. Students are expected to be responsible for at least one practice situation. It is preferred that client interviews be video/audio recorded with use of appropriate agency release forms in order to be reviewed by the student/instructor. However, Field Instructors can sit in on the interview when such recording is not allowed by the agency. (Competencies 1-10, Practice Behaviors 1-41)

d. **Evaluation materials** – A copy of student's Senior Field Practicum **Evaluation** by Field Instructor. (The original will be kept by the Social Work Program.) (Competencies 1-10, Practice Behaviors 1-41)
   A copy of the student’s self-evaluation of Senior Field Practicum Evaluation.

e. **Weekly Journal** – Students will maintain a weekly journal of field activities and reflections. This assignment should assist in critical thinking skills and can be a source of information for weekly supervision with the site supervisor. The goal is to assist students to begin to practice career-long learning. The weekly journal should include 1) an overview of the week’s **activities**, highlighting significant events, with links to the learning contract with specific connection to competencies and practice behaviors and 2) personal **reflection** (see form in manual) in order to assist with knowledge of self and professional development. This can include students’ perceptions, fears, values, concerns, etc. and how they are changing. Each entry should include reflection, self-correction, and a plan for continued growth. Reflection should demonstrate critical thinking. Potential questions for reflection and information on high quality reflection will be shared in senior seminar. At the end of the semester a 2-3 page summary on growth should be included. This growth should be described by (1) student reflection on their competence related to at least three practice behaviors, (2) how they have demonstrated self-correction in regard to the practice behavior, and (3) a specific plan to continue professional development in these three areas. Any additional reflections on growth can also be included. Journals should be brought to senior seminar each week and will be reviewed by the instructor for seminar at midterm *(March 5)* as well as the end of the semester *(April 30)*. (Competencies 1-11, Practice Behaviors 1-41, focus on PB 5 and PB 7)

   **(The names and other identifying information must be changed to protect the client's confidentiality. Clearly state that this has been done in the portfolio.)**

**The portfolio contents should all be placed in a one or two inch notebook with a table of contents and divided by tabs into sections A-E.  This portfolio can later be used as a reference to the field practicum (and seminar) by showing examples of your work.  The portfolio is due April 30.**

**Class Policies:**

**Disability Accommodations:** Trevecca Nazarene University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008. Students who feel an accommodation for a disability may be needed must schedule a meeting with and submit documentation of the disability to the Coordinator of Disability Services in the Center for Leadership, Calling, and Service, Room 115 or 209.
**Academic Honesty**—Academic honesty is vital to the educational process. As students you are expected to do your own work. Unless the assignment asks you to work with others or the instructor indicates otherwise, you should complete each assignment to the best of your own ability independently. Anything else constitutes dishonesty in that you attempt to take credit for someone else’s work. In the event that such dishonesty is discovered, you will likely receive an “F” for the assignment.

**Late papers will have a grade reduction but are accepted up to one week past due date. After that point, they are accepted only as a completion grade and are not assigned points.**

**Grading:** A separate grade is given for Senior Seminar and Senior Field Practicum

a. The portfolio will account for 30% of the student's grade.  *(Due April 30)*

b. The Senior Field Practicum Evaluation will account for 70% of the student's grade. Students are responsible to the field instructor to provide all necessary forms, time reminders, and requests for evaluation. Field instructors are expected to commit time to meet weekly with the student, review and sign-off on student documentation, and maintain a relationship of continuity of learning and safety.  *(Due no later than April 30)*

c. Attendance at the practicum agency is required. Each student must complete a minimum 400 work hours to pass Senior Field Practicum. Any time missed due to illness or holidays must be worked out with the site field instructor and made up as soon as possible.  *(All hours must be completed by April 30)*

Lunch time is not counted as work time.

Log of hours/activities are due **March 5** and **April 30**. Each student must work at their agency **THROUGH April 30**. **DO NOT try to work extra hours to finish early.** University holidays can be taken but arrangements must be made with site field instructors ahead of time. (See manual for guidelines).

**Distribution of Student Learning Hours:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Hours</td>
<td>400</td>
</tr>
<tr>
<td>Journal</td>
<td>15</td>
</tr>
<tr>
<td>Portfolio Completion</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>
1. Agency Information
   • Agency Analysis ______
   • Brochures, forms, etc. ______

2. Materials used for Placement
   • Resume ______
   • Trevecca-Agency Contract ______
   • Confidentiality Statement ______

3. Materials which illustrate student’s work
   • List of tasks accomplished ______
   • Description of Special Assignments ______
   • Final Learning Contract (copy) ______ (original will be turned in to Field Director at the last site visit)
   • Evaluations (2) of Interview (FI/Student--original) ______
   • Final Time Log, Signed (original) ______

4. Evaluation materials
   • Senior Field Practicum Evaluation by Field Instructor (copy) ______ (original will be turned in to Field Director at the last site visit)
   • Senior Field Practicum Evaluation complete by Student (Self-Evaluation) ______

5. Journals
   • Midterm ______
   • Final ______
   • 2-3 page summary of growth

Other Comments:
Senior Field Practicum  
Grading Rubric

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>1. Conducted an interview with satisfactory evaluation by Field Instructor (2 evaluation forms completed)</th>
<th>5 pts</th>
</tr>
</thead>
</table>
| Yes | No | 2. Was present on site for minimum (400) number of hours  
Actual number of hours on-site hours: __________ | 20 pts |
| Yes | No | 3. Acceptable completion of competencies as demonstrated on the final learning contract | 10 pts |
| Yes | No | 4. Acceptable practicum portfolio maintained and submitted at end of semester | 30 pts |
| Yes | No | 5. Acceptable evaluation from on-site Field Instructor: Based on Final Evaluation Form and site visit | 10 pts |
| Yes | No | 6. Final Evaluation had “3 or 4 rating” on all items | 10 pts |
| Yes | No | 7. Field Journal Reflection demonstrated professional growth | 10 pts |
| Yes | No | 8. All Field materials were competed and turned in by due dates | 5 pts |

Final Grade:  
Total Pts: 100

A=90-100, B=80-89, C=70-79, D=60-69, F= 50 or below

A+ A A- B+ B B- C+ C C- D F

TNU Field Director ______________________________________________