# MID-TENNESSEE COLLABORATIVE MSW PROGRAM COURSE SYLLABUS

**SW 6130/6140 - PRACTICUM I**

Instructor: Office:

Office or contact hours: Phone:

Email:

# Course Description:

SW 6130 - A 200 hour field practicum experience within the generalist perspective. May be

taken concurrently with SW 6140. Prerequisites MSW Practice I, HBSE, Research I, & Policy. 3 credit hours

SW 6140 - A 200 hour field practicum experience within the generalist perspective. May be taken concurrently with SW 6130. Prerequisites MSW Practice I, HBSE, Research I, & Policy. 3 credit hours

# Course Structure:

The Foundation Practicum is 400 hours. It may be completed in one semester or in two

semesters, depending on the placement site and/or the full-time or part-time status of the student. The course educational outcomes cover the entire 400 hours, whether the student utilizes one semester or two semesters. There is one Student Learning Contract for this placement and the contract will be written for one or two semesters contingent on student enrollment in one or two semesters.

# Course Purpose:

Practicum I provides an experiential learning experience to generalist social work practice in

selected human services agencies. The purpose of the course is to provide a context within which the varied components of the first year graduate curriculum can be integrated and applied to actual practice situations. This course serves to provide the student with an educationally directed experience in the application of basic social work knowledge, techniques, values and skills to differing types of client systems. As such, the course serves as a foundation in preparing students for advanced social work practice.

The focus of this first practicum course is on the development of knowledge regarding agency structure and functioning within the context of the community and larger social services system; the socialization of the student into the profession of social work with emphasis on the development of appropriate work management, work relationships, and ethical conduct; the relationship of client systems to the social environment; the use of self in work with client systems; and, the nature and resolution of client system concerns through the application of the processes of generalist social work practice that include engagement, assessment, planning, intervention, and evaluation of services.

# Educational Outcomes:

Upon successful completion of this course, the student will be able to

1. Demonstrate ethical and professional behavior, including the ability to make ethical decisions by applying the NASW Code of Ethics, use reflection and self-regulation to manage personal values and maintain professionalism, use of technology ethical and use supervision and consultation to guide professional judgements. *CC1, 1a, 1b, 1c, 1d*
2. Engage Diversity and difference in practice. This includes the ability to apply and communicate understanding of the importance of diversify and difference in shaping life experiences in practice, present themselves as learners and engage client systems in shaping life experiences in practice and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems. *CC2, 2a, 2b, 2c*
3. Advance human rights and social and economic justice. This includes the ability to apply understanding of social and economic justice to advocate for human rights and engage in practices that advance social and economic justice. *CC3, 3a, 3b*
4. Engage in practice-informed research and research-informed practice. Use practice experiences to inform scientific inquiry and research and engage in critical analysis of quantitative and qualitative research methods and research findings. Students will use and translate research findings to inform and improve practice, policy and service delivery. *CC4, 4a, 4b, 4c*
5. Engage in policy practice by assessing how social welfare and economic policies impact the delivery of and access to social services, and critically analyze and promote policies that advance human rights, social justice and economic justice. *CC 5, 5a, 5b*
6. Engage with individuals, families, groups, organizations and communities. Apply knowledge of human behavior and the social environment and practice context to engage with client system and use empathy, self-regulation, interpersonal skills to effectively engage diverse client systems. *CC6, 6a, 6b*
7. Assess individuals, families, groups, organizations and communities. Students will be able to collect, organize, and critically analyze and interpret information from client systems, and apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the assessment of data and client systems. Students will develop mutually agreed on intervention goals based on the critical assessment of strengths, needs and challenges in the client system and select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of the client system. *CC7, 7a, 7b, 7c, 7d*
8. Intervene with individuals, families, groups, organizations and communities. Implement interventions to achieve practice goals, apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, and negotiate, mediate and advocate on behalf of client systems. Students will facilitate effective transitions and endings that advance mutually agreed-on goals. *CC8, 8a, 8b, 8c, 8d, 8e*
9. Evaluate practice with individuals, families, groups, organizations and communities.

Students will select and use appropriate methods for evaluations and outcomes, critically analyze, monitor and evaluate intervention process and outcomes and apply evaluation findings to improve practice effectiveness*. CC9, 9a, 9b, 9c*

# Academic Integrity:

Students are expected to be intellectually honest and forthright in their academic activities.

Academic misconduct includes plagiarism, cheating, fabrication, and facilitation. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to the disciplinary procedures of the graduate college. See the graduate college catalog for information on disciplinary and grievance procedures.

# Reasonable Accommodations for Students with Disabilities:

If you have a disability that may require assistance or accommodations, or if you have any

questions related to any accommodation for testing, note taking, reading, etc., please contact the instructor as soon as possible to discuss the needed accommodation. To register with the university for accommodations, the contact information is:

* + Austin Peay State University, Office of Disability Services, Morgan University Center 114, 931-221-6230 Voice or 931-221-6278 TTY.
  + Middle Tennessee State University, Office of Disabled Student Services, KUC 120, phone 615-898-2185, TTY 615-898-2836
  + Tennessee State University, Office of Student's with Disabilities, Kean Hall 117, phone 615-963-7400.

# Non-Discrimination:

The Universities strive to provide all students with educational opportunities to achieve their

fullest potential, both as individuals and as members of society. The Universities are committed to a nondiscriminatory philosophy that extends to all constituents. For more information contact:

* + Austin Peay State University, Office of Affirmative Action, Browning Bldg 7B, 931-221-7178
  + Middle Tennessee State University Institutional Equity and Compliance Office, Cope Administration Bldg 220, 615-898-2185.
  + Tennessee State University, Equity, Diversity, and Compliance Office, 615-963-7435.

# Harassment:

Each of the collaborating institutions is committed to establishing an atmosphere where your

work, education, and participation in the university’s activities and programs will be free from

intimidation or offensive behaviors. Sexual, racial or other forms of harassment have no place in a university community. For more information contact:

* + Austin Peay State University, Office of Affirmative Action, Browning Bldg 7B, 931-221-7178
  + Middle Tennessee State University Institutional Equity and Compliance Office, Cope Administration Bldg 220, 615-898-2185.
  + Tennessee State University, Equity, Diversity, and Compliance Office, 615-963-7435.

# Teaching/Learning Methods:

Students engage in pre-practicum planning during the semester prior to their placement by attending orientation, submitting a practicum application, and meeting with the Practicum Coordinator or designee and with staff at community-based practicum sites. All student placements are approved by the Practicum Coordinator at the individual student's campus.

Supervision of placements is provided by on-site practicum instructors who are generally employees of the assigned agency and provide the student with regular, formal, individual, weekly supervisory conferences. Process, audio, and/or video recordings are suggested teaching devices for use by the practicum instructor. Students are required to submit a Learning Contract within the first three weeks of the semester, weekly logs and supervisory conference forms, and mid-term and final evaluation. Students are advised to maintain their own practicum portfolio to use in periodic conferences with the faculty liaison. A member of the Mid-Tennessee Collaborative MSW Program faculty serves as faculty liaison and meets with student and practicum instructor at least twice during the semester.

Students must have a dependable means of transportation and are responsible for their transportation to and from the practicum site as well as for travel connected with the placement. Students are expected to make satisfactory progress in the practicum in order to continue in the degree program.

# Course Schedule:

See current practicum calendar.

# Text:

Mid-Tennessee Collaborative MSW Program *Practicum Manual* (available online) National Association of Social Workers (1997). *Code of ethics.* NASW Press.

# Class Grading:

Pass/Fail

# Course Outline:

Practicum Orientation

Practicum Planning and Placement Completion of Learning Contract Appropriate Use of Supervision Evaluation

# Bibliography:

Bibliography

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*Journal of Social Work Education, 42,* 161-16

**MID- TENNESSEE COLLABORATIVE MASTER OF SOCIAL WORK (MTC-MSW) PROGRAM**

**FOUNDATION FIELD EDUCATION LEARNING CONTRACT & EVALUATION**

Student: ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone/Email of Agency/Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This document will serve as the Educational Contract, the Mid-Term Evaluation, and the Final Evaluation for the MSW students who are enrolled in the foundation year practicum. The competencies are shown are the competencies that are to be met by all students. The student, working with the Field Instructor, will complete the educational contract by listing tasks that will support development of each competency and behavior to be accomplished by the student at the practicum site during the designated semester of study. A minimum of one task will be listed for each behavior. Tasks are dependent on the agency setting and the client population. The faculty Liaison must approve the educational contract.

The Fiend Instructor should ensure that the tasks on the educational contract are appropriate for students working under supervision. Evaluation of student activity is based on task accomplishment and is not related to course grading criteria. In the event a student is graded at the 5 level for all tasks relating to one objective at mid-term. New activities may be developed for the remainder of the semester.

The Field Instructor will evaluate the student at mid-term and at the end of the semester using the following scale:

5= Professional level activity, equivalent to employee

4= Competent level activity, with indirect supervision

3= Meets expectations, with direct supervision

2= Beginning level activity only

1= Attempted but failed to engage in this task

N/A= List task deferred at this time

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| --- | --- | --- | --- |
| Final Rating Scale:  5= Professional level activity, equivalent to employee 2= Beginning level activity only  4= Competent level activity, with indirect supervision 1= Attempted but failed to engage in this task  3= Meets expectations, with direct supervision N/A= List task deferred at this time | | | |
| **Competency** | **Behavior** | **Midterm**  **Rating** | **Final**  **Rating** |
| 1. Demonstrate Ethical and Professional Behavior | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics. |  |  |
| 1. Use reflection and self-regulation to manage personal values and maintain professionalism. |  |  |
| 1. Demonstrate professional demeanor in behavior, appearance, oral, written, & electronic communication |  |  |
| 1. Use technology ethically and appropriately to facilitate practice outcomes. |  |  |
| 1. Use supervision and consultation to guide professional judgment and behavior. |  |  |
| **Competency Overall Score** |  |  |
| 1. Engage Diversity and Difference in Practice | 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice. |  |  |
| 1. Present themselves as learners and engage client & constituencies as experts of their own experiences. |  |  |
| 1. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems |  |  |
| **Competency Overall Score** |  |  |
| Final Rating Scale:  5= Professional level activity, equivalent to employee 2= Beginning level activity only  4= Competent level activity, with indirect supervision 1= Attempted but failed to engage in this task  3= Meets expectations, with direct supervision N/A= List task deferred at this time | | | |
| **Competency** | **Behavior** | **Midterm**  **Rating** | **Final**  **Rating** |
| 1. Advance Human Rights and Social and Economic Justice | 1. Apply their understanding of social, economic, & environmental justice to advocate for human rights. |  |  |
| 1. Engage in practice that advocates social, economic, & environmental justice. |  |  |
| **Competency Overall Score** |  |  |
| 1. Engage in Practice-Informed Research and Research-Informed Practice | 1. Use practice experience and theory to inform scientific inquiry and research. |  |  |
| 1. Engage in critical analysis of quantitative and qualitative research methods and research findings. |  |  |
| 1. Use and translate research findings to inform and improve practice, policy, and service delivery. |  |  |
| **Competency Overall Score** |  |  |
| 1. Engage in Policy Practice | 1. Assess how social welfare and economic policies impact the delivery of and access to social services. |  |  |
| 1. Critically analyze and promote policies that advance human rights and social, economic, & environmental justice. |  |  |
| **Competency Overall Score** |  |  |
| Final Rating Scale:  5= Professional level activity, equivalent to employee 2= Beginning level activity only  4= Competent level activity, with indirect supervision 1= Attempted but failed to engage in this task  3= Meets expectations, with direct supervision N/A= List task deferred at this time | | | |
| **Competency** | **Behavior** | **Midterm**  **Rating** | **Final**  **Rating** |
| 1. Engage in Practice-Informed Research and Research-Informed Practice | 1. Apply knowledge of human behavior and the social environment and practice context to engage with client & constituencies. |  |  |
| 1. Use empathy, reflection, self-regulation, and interpersonal skills to effectively engage diverse client & constituencies. |  |  |
| **Competency Overall Score** |  |  |
| 1. Assess Individuals, Families, Groups, and Organizations, and Communities | 1. Collect, organize, and critically analyze and interpret information from client & constituencies. |  |  |
| 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from client & constituencies. |  |  |
| 1. Development mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client & constituencies. |  |  |
| 1. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client & constituencies. |  |  |
| **Competency Overall Score** |  |  |

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| Final Rating Scale:  5= Professional level activity, equivalent to employee 2= Beginning level activity only  4= Competent level activity, with indirect supervision 1= Attempted but failed to engage in this task  3= Meets expectations, with direct supervision N/A= List task deferred at this time | | | |
| **Competency** | **Behavior** | **Midterm**  **Rating** | **Final**  **Rating** |
| 1. Intervene with Individuals, Families, Groups, Organizations, and Communities | 1. Implement interventions to achieve practice goals & to enhance capacities of client & constituencies. |  |  |
| 1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client & constituencies. |  |  |
| 1. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |  |
| 1. Negotiate, mediate, and advocate on behalf of client & constituencies. |  |  |
| 1. Facilitate effective transitions and endings that advance mutually agreed-on goals |  |  |
| **Competency Overall Score** |  |  |
| 1. Evaluate practice with Individuals, Families, Groups, Organizations, and Communities | 9a. Select and use appropriate methods for evaluations of outcomes. |  |  |
| 9b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |  |
| 9c. Apply evaluation findings to improve practice effectiveness at the micro & macro levels. |  |  |
| **Competency Overall Score** |  |  |

**Final Overall Assessment**

Please evaluate the student by choosing the one response that clearly reflects your assessment of their performance. Also attach any additional written comments.

5. Strongly Agree

4. Agree

3. Disagree

2. Strongly Disagree

1. Did not have time to adequately assess student

1. \_\_\_ This student exhibited an eagerness to learn new things and accept responsibility
2. \_\_\_ This student is well organized
3. \_\_\_ This student was ready for this field experience.
4. \_\_\_ This student is prepared to perform as an entry-level social worker
5. \_\_\_ If given the opportunity, I would recommend this student for employment in this agency.
6. \_\_\_ If given the opportunity, I would recommend this student for employment in the field of social services.

**WRITTEN COMMENTS ON OVERALL PERFORMANCE OF STUDENT:**

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**SIGNATURE PAGE**

Educational Contract Tasks Completed and Approved

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mid-Term Evaluation Completed and Approved

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Evaluation Completed and Approved

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Approval

Field Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MSW Program Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_