**The University of Akron College of Health and Human Sciences**

**School of Social Work and Family Sciences**

**Course Number: SOWK 603 & 604 (3 credits)**

**Course Name: Advanced Field Practicum III and IV Macro Concentration**

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| --- | --- | --- | --- |
| **Instructor:** |  | **Year/Term:** |  |
| **Office:** |  | **Phone:** |  |
| **Email:** |  | **Office Hours:** | *By Appointment* |

**Course Information**

## **Course Rationale & Description**

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. Macro concentration field facilitates the acquisition of practice skills and experience in advanced social work practice with small systems (individuals, families, and small groups) and relevant collateral persons and organizations. The helping process in Macro practice emphasizes the strengths and resources of people within the context of their environments. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit knowledge, skills, and values in service delivery in compliance with social work values and ethics. Concentration field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives provide students with a framework for empowering diverse individuals, families, and small groups to restore, maintain, and enhance their personal functioning, social relationships, and access to social and economic resources.

* The Macro Field Practicum consists of two consecutive semesters for a total of 500 internship hours [250 hours per semester | 17 hours per week] of supervised field experience at health and human service agencies or auspices per week.
* The full-time student must have graduate status, have successfully completed the foundation curriculum, and should be enrolled in the first semester Macro concentration courses – SWK 7750:603 Advanced Field Practicum III, SWK 775-:611 SWK Dynamics of Racism and Discrimination, SWK 7750:663 Psychopathology and Social Work, SWK 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the second semester Macro concentration courses ─ SWK 7750:604 Advanced Field Practicum IV, SWK 7750:608 Advanced Practice with Small Systems II, SWK 7750:675 Program Evaluation, and two Social Work Electives.
* The Advanced Standing student must have successfully completed the Advanced Standing Integrative Seminar and be currently enrolled in the above first and second semester Macro concentration courses.
* The part-time student must have graduate status; must have successfully completed the foundation curriculum and first year Macro concentration courses and be currently enrolled in third semester field practicum courses ─ SWK 7750:603 Advanced Field Practicum III, SWK 7750:607 Advanced Practice with Small Systems I, and one Social Work Elective, as well as the fourth semester Macro concentration courses ─ SWK 7750:604 Advanced Field Practicum IV, SWK 7750:608 Advanced Practice with Small Systems II, and SWK 7750:675 Program Evaluation.

Building on the foundation year field experience, which included practice with individuals, families, and small groups in the context of their environment, students are expected to employ differential application of a wide range of practice theories and methods that restore, maintain, and enhance clients’ social functioning. Challenges to social functioning are viewed within the context of client systems strengths and resources. Students are expected to become aware of programs, policies and economic and cultural forces which accentuate or mitigate client strengths and challenges, thereby facilitating client system empowerment.

Incorporating an ecological perspective, Macro Concentration Field Practicum encourages students to address small systems in contextual practice. Context includes small system strengths and resources within the broader social, economic, and cultural environment. Field practicum provides opportunity for students to have exposure to diverse populations and to the richness of perspectives and resources that diversity provides. Students bring to field, and integrate into practice, culturally relevant, ethnic sensitive practice frameworks.

The Macro Concentration Field Practicum supports the refinement of concepts and skills related to advanced practice with small systems. This includes testing of different practice theories and methods, with increased focus on utilizing these with defined populations, client challenges, and social work fields of practice. In addition, students in Fall and Spring semester Macro concentration courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during Fall Macro concentration field semester are carried into succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advance practice situations.

**Required Text and Materials**

REQUIRED FIELD COURSE PLATFORM FEE (Unless previously paid fee in 7750:493 or 7750:601): $203.00 (per student).

**RECOMMENDED READINGS**

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education, 37*(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education 31*(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education 38*(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education 36*(2), 201-214.

## **Mission & Goals of the MSW Program**

**MSW Mission**

The MSW mission is to prepare competent, ethical advanced social work professionals committed to the dignity and worth of the person, scientific inquiry, the promotion of human and community well-being, human rights, and social, economic, and environmental justice.

We strive to instill respect for human diversity, and to enhance the quality of life for all persons, locally and globally. We embrace the values of the social work profession, including service, integrity, and competency.

Building upon a liberal arts education and grounded in generalist practice, our graduates specializing in Macro and macro practice will aspire to address the most pressing social problems, utilizing a range of skills, resources, and the person-in-environment framework. We advance the social work profession through collaboration with the community.

**MSW Goals**

* Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective Macro and macro specialized practice with diverse client systems in various practice settings by utilizing best practices and a range of prevention and intervention methods.
* Promote the person-in-environment and strengths perspective that advances the values, ethics, and purposes of the profession while building upon a liberal arts-based education.
* Prepare students to identify the strengths, resiliency, and dignity and worth of diverse client systems to foster empowerment toward social, economic, and environmental justice, human rights, the elimination of poverty, and human and community well-being, from a local to global perspective.
* Prepare students to utilize scientific inquiry, best practices, research informed practice and critical thinking skills for effective and ethical social work practice.
* Partner with health and human service organizations to provide meaningful field experiences and supervision for Macro and macro specializations to engage, assess, intervene, and evaluate with individuals, families, groups, and communities to enhance the quality of life for all persons.

## **Values & Ethics**

Using the NASW Social Work *Code of Ethics* as a guide, this course presents the role of social work values as they relate to the research process including the rationale, relevancy, and purpose of practice related research; decision-making; values and ethical conflicts in practice related research; ethical issues in the research process; identifying appropriate strategies; standardized tests and instruments; and use and presentation of research findings. Ethical issues such as informed consent, protection of human subjects, confidentiality, anonymity and bias are all discussed regarding conducting research studies. Practice issues such as the right to self-determination, social justice, decisions about the benefits to clients derived from research and evaluation activities are also discussed.

## **Diversity**

The College of Health and Human Sciences (CHHS) is committed to improving the human condition. To do so, the College values diversity in all forms, including national origin, race, color, religion, sex, age, sexual orientation, gender identity, disability, or veteran status; and seeks to recruit, retain and graduate a diverse student population. The University of Akron School of Social Work and Family Sciences takes this commitment seriously and infuses content on diverse populations in each social work course offered.

The CHHS focus on diversity demands an environment where respect for others supports meaningful dialogue across broad, interprofessional issues rooted in academic inquiry, research and discovery.  Our graduates are prepared to address the needs of an evolving health care system and value inclusion and the opportunity to serve health needs and promote wellness opportunities to an increasingly diverse community.

In Educational Policy 3.1, CSWE’s Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University of Akron School of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the graduate level.

## **Course Policies**

## **Expectations of Students**

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers’ Code of Ethics (available at <http://www.socialworkers.org/pubs/code/> code.asp) and the university Sexual Harassment Policy while a student in the school. Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other’s perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their value and opinions on clients.

Students in the field setting may experience value conflicts and are *expected* to address these with their field instructor. Students are to demonstrate the application of a professional problem-solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students are expected to become familiar with the uses of technology as presented in the field setting and its impact on agency functioning.

Graduate students are required to attend all scheduled field days. Graduate students MUST make up any missed hours. Graduate students who miss field for any reason must work with their field instructor and liaison to outline the plan to make -up all missed hours.

Students are expected to become familiar with and use the field form platform system utilized by the university.

**POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY**

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients’ systems toward optimal functioning and social and economic justice.

**Communication**

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

# University Resources & Student Services

## **Accessibility**

In pursuant to University policy #3359-38-01, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any students who feel they may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 (v), 330-972-5764 (tdd) or [access@uakron.edu](mailto:access@uakron.edu). The office is located in Simmons Hall Room 105. After the student’s eligibility for services is determined, the instructors will be provided a letter, which will outline the student’s accommodations.

## **Military Orders Procedure**

If a military student is called to duty or training, a copy of the official orders needs to be provided to the instructor. Reasonable accommodations will be provided to assist the student. Any questions or concerns can be directed to the Military Service Center at [veterans@uakron.edu](mailto:veterans@uakron.edu) or 330-972-7838.

## **Brightspace App**

Brightspace offers two apps for students to complement your online courses. The [Brightspace Pulse](https://www.d2l.com/products/pulse/) app is an app for your smartphone that makes it easier for you to stay on top of due dates, course announcements, grades and content updates.

## **Technical Support**

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or [support@uakron.edu](mailto:support@uakron.edu).

## **Academic Support**

The University of Akron provides online help with writing and other content areas. More information is available on the Student Services tab in Brightspace.

## **eTutoring**

The University of Akron offers online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor’s comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). [Select this link to learn more about eTutoring services.](https://www.etutoringonline.org/)

## **Evaluation & Assessment**

**Assignment Grading Policy**

Graduate School Grading Scale:

A 93.0-100

A- 90.0-92.99

B+ 87.0-89.99

B 83.0-86.99

B- 80.0-82.99

C+ 77.0-79.99

C 73.0-76.99

C- 70.0-72.99

Course failed if < 70.0

**UA Graduate School**

A student admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00 = “A”) at all times. A minimum grade-point average of 3.00 is required for graduation. No more than six semester credits of “C,” “C+,” and “C-” may be counted toward the degree. Grades of “D+,” “D,” and “D-” are treated as “F” grades. No grades below “C-” may be counted toward a degree. Official academic records for graduate students are maintained with a grade-point system as follows:

A 4.0

A- 3.7

B+ 3.3

B 3.0

B- 2.7

C+ 2.3

C 2.0

C- 1.7

D+ 0.0

D 0.0

D- 0.0

F 0.0 Failure

CR 0.0 Credit

NC 0.0 No credit

AUD 0.0 Audit

**Course Requirements**

**Assignment Overview:**

This course requires 500 clock hours over both semesters|250 clock hours of supervised internship each semester. This course has a required field course platform fee of $203.00 ($195 plus a processing fee) per student, unless paid previously in 7750:493 OR 7750:601 OR 7750: 602.

Based on agency learning opportunities; student experience, interests, and aptitudes; and field education component requirements, the student and the field instructor determine and schedule specific content, readings, and learning experiences which address: theories, methods and skills for advanced practice; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

Assignments include, but are not limited to, submission of required field documentation (hours logs, narrative forms, learning activities, baseline assessment and evaluations), liaison visit, readings assigned by the field instructor, opportunities for continuing practice with small and large client systems, attendance at staff meetings and other meetings appropriate to agency operation, and research projects. Required assignments, indicated below under the Assignments section (submission of learning activities, field hours, narrative forms and evaluation), must be completed by the Field Student and submitted at the required four (4) week increments and/or end of the semester. Failure to follow the identified timeframes for submitting required field forms WILL result in a lower field grade at the end of the semester up to and including a failing grade. Students either receive a grade of Credit (Pass) or No Credit (Fail). Students are expected to receive at minimum on the Endpoint evaluation benchmarks of “3”.

**Students are required to read and abide by the** MSW Program Field Education Manual.

Students will utilize the Achievement Measure of Field Education (AMFE) tool, commonly referred to as the Learning Activities & Assessment tool, to outline all learning activities, complete a baseline assessment on each of the required behaviors for the nine (9) competencies and also complete an evaluation for each of the two semesters in field. The Program's Competencies, Behaviors, Dimensions (as written by CSWE), and Learning Activities (developed by the Student, with help from Field Instructor and Field Liaison), make up the content of the AMFE tool. A Dimension is a necessary element for learning to occur. All social work behaviors in the AMFE have at least one dimension. All social work behaviors in the AMFE must have at least two (2) learning activities. Learning Activities should correspond with the designated dimensions. If only one dimension is listed for a behavior, the second Learning Activity for that behavior can be chosen with a focus on any dimension. Dimensions are: Knowledge (K), Values (V), Skills (S), and Cognitive/Affective Processes. Cognitive/Affective Processes includes critical thinking, affective reactions, and exercise of judgment.

* Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
* Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
* Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

1. **BASELINE ASSESSMENT - Complete by the end of the first four (4) weeks in the semester the field internship begins. If needed, it is completed concurrently with the finalization of the learning activities.** As placement begins, the field student in conjunction with their field instructor are to reflect on each social work Behavior (31) distributed among the nine (9) Competencies. A field student and field instructors should jointly assess the student’s current level of capability of each Behavior using the scale indicated at the top of AMFE tool (rating scale is: 1-4, or X). The student and field instructor should strive to candidly rate their capabilities by considering past classroom performance, feedback, and self-awareness. The Baseline Assessment, when complete, will assist the field Instructor in better understanding the student's strengths and challenges, and help the field student in finalizing Learning Activities for field.
2. **LEARNING ACTIVITIES -** **Complete within the first four (4) weeks of the semester field begins. If completed at end of first four (4) weeks, then must also be completed concurrently with the Baseline Assessment**. Learning Activities are tasks that the field student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, the field student and field instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. These can be thought of as "mini assignments" or "building blocks" of the learning process. Completing them should increase achievement of competence to attain final ratings of "3" (Benchmark).

Modifications and Reviews: Once written, Learning Activities should be considered organic and can be modified by the field student, in consultation with the field instructor throughout the placement, up until the fourth week of the second semester. The student’s progress on completing Learning Activities should always be up to date and readily available for discussion and field instructor feedback. Ideally student and field instructor should review the AMFE tool during each weekly supervision to ensure ongoing feedback. Progress on completing Learning Activities will be formally reviewed by the Field Liaison at all Site Visits (during both first and second semesters). All Learning Activities **must** be written by the Student **PRIOR** to the end of the first four (4) weeks of the first semester of field. Failure to complete writing all Learning Activities and have the liaison visit within the required timeframe should be factored into the final grade recommendation made by the Field Instructor and Liaison.

1. **MIDPOINT FORMATIVE ASSESSMENT AND GRADE RECOMMENDATION** - **Completed within the last two weeks of the first semester.** The student and field instructor will independently score the field student's level of performance for each social work Behavior, in the appropriate blue column. To do so, replace the "0" with an X, or a number 1 - 4, referencing the scale at the top of the AMFE tool. Scores should be an objective and frank rating that most accurately captures the field student's current level of competence. Candid scores are intended to provide the field student and field instructor with a range of information used to revise Learning Activities, if needed, and shape continued teaching and learning for the next semester. It is useful to discuss disparities between the field instructor ratings and field student self-ratings. This helps the student better understand specific expectations of social worker performance standards. It also informs the field Instructor about student misunderstandings of knowledge, skills, values, and/or cognitive/affective processes, and can improve teaching. This will also assist in meaningful revision of any needed Learning Activities for the following semester. The field student should always be apprised of how they are doing through ongoing Field instructor feedback. **To** **obtain a grade of Credit, students should receive, at a minimum, ratings of emerging or higher on average across all competencies.**
2. **Grades** are to be recommend (minimum of emerging or higher ratings on all competencies for a grade recommendation of Credit for graduate level students) considering the 5 Ps: Progress, Professionalism, Preparation, Participation and Performance.
   * 1. The Student's grade should reflect their PROGRESS and effort. Where did they start from the beginning and how much have they grown during the semester?
     2. The Student's PROFESSIONALISM should be a "given" during both semesters. Student demonstration of professionalism should impact their grade significantly. Areas where a Student should focus on to perform professionally are accountability, dress, attitude, ethics, and timeliness.
     3. The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills?
     4. PERFORMANCE should always be an evaluation criterion, especially during the second semester. The Program expectation is that ALL Students achieve competence (defined as no less than emerging on the rating scale) related to ALL thirty (31) social work Behaviors prior to graduation. While progress is key during the first semester grading, overall performance and achievement are important during the second semester grading.
3. **ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION** – **Completed within the last two weeks of the second/final semester**. The field student and field instructor independently score the field student's demonstrated level of competence for each social work Behavior in the appropriate peach column. Do so by replacing the "0" with a number between 1-4. Important Note: X cannot be used on this ENDPOINT assessment, as the field student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered. Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the student's demonstrated attainment of a level of competence in line with an MSW social work practitioner. A pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. The field student should be notified *at least four weeks* prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between any student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a grade of Credit, students should receive, at a minimum, benchmark ratings of no less than “3” on each of the nine competencies.**

The student’s performance is assessed on a continuous basis through regular, weekly supervisory meetings and in more systematic, comprehensive, and formal evaluations at the end of each semester of field. The field instructor submits an evaluation and recommended grade each semester. These are reviewed by the faculty liaison who assigns the grade, which is then recorded by the Field Coordinator or appointed field contact person. The student is graded according to her/his performance in meeting the objectives of the field program as specified by their Learning Activities in the Achievement Measure of Field Education (AMFE) tool.

Assignments

All required field forms must be submitted by the required timeframe as indicated below. Failure of the field student to complete, sign and then submit the required field documents to the next individual for required signature will affect final grades each semester. In case of an emergency that could delay any submission, the Field student must communicate to their field instructor, faculty liaison AND field contact person via an email indicating the emergency as well as the date the forms will be submitted. It is contingent to the field office to determine if an emergency will affect final grade. Multiple emergencies resulting in failure to submit field documents as required will result in a decrease in final grade.

* Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, Learning Activities as part of the AMFE: Learning Activities & Assessment tool. This tool is to specify the learning activities for the field year based upon the level of learning (foundation or concentration). The learning activities tool is due to the Faculty Liaison no later than the fourth week of the first semester that the field internship begins Learning Activities continue to be used during the second semester. Learning Activities are tasks that the Field Student will conduct over the course of the placement in order to increase competence levels demonstrated in the social work Behaviors. During the first month of placement, Student and Field Instructor collaborate to generate a minimum of two Learning Activities for each social work Behavior, for a grand total of at least 62 Learning Activities. They should be specific to the groups the student will work with -- those oppressed, at risk, and vulnerable as related to their age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain narrative forms and hours logs documenting their activities and field hours. They are expected to submit these *every four weeks* in field. They are also expected to participate in the baseline assessment (due the fourth week of first semester of field) and both midpoint (first semester) and endpoint (second semester) evaluations of their fieldwork learning. Students should be evaluated on an ongoing basis during weekly field instruction meetings. The formal evaluative process (midpoint: first semester and endpoint: second semester) in which the student’s performance is assessed according to specific outcome measures indicated in the Learning Activities, known as the semester evaluation. When it is time to complete the semester evaluation, it is recommended to use the weekly field instruction meeting.

**Timeline of Field Forms Completion and Submission:**

* *Every week*: Field Student will enter hours and complete narrative form for the appropriate week in the field forms platform.
* *Every four weeks*: Field Student will run an hours log and complete the narrative form for the specific weeks, sign both documents and submit them to the next in line for signature in the field forms platform.
* *Within the First Four (4) Weeks of the First Semester*: Will complete and finalize with their Field Instructor ALL required learning activities and uploaded the AMFE document to the field forms platform.
* *During the Fourth Week of the First Semester*: Will complete with their Field Instructor the baseline assessment on the behaviors for each of the nine (9) competencies and upload the AMFE document to the field forms platform.
* *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field*: Will complete with their Field Instructor the Midpoint Evaluation and upload the evaluation tool to the field forms platform.
* *During the Final Two (2) Weeks of the First Semester But NO later than the Wednesday of the last week of field*: Will complete with their Field Instructor the Endpoint Evaluation and upload the evaluation tool to the field forms platform.

Students must ensure they have a completed liaison visit each semester within the required timeframe. Unless prior approval is received by the field contact person, visits must occur within the indicated timeframes based upon semester: Fall/Spring: within the first eight (8) weeks | Summer: within the first six (6) weeks.

At the end of each field semester, a grade of Credit (Satisfactory) or No Credit (Fail) is recommended by the field instructor, assigned by the faculty liaison, and recorded by the assigned field contact person.

**COMMUNICATION BETWEEN CAMPUSES**

Customarily, students communicate with their assigned field contact person. The Field Education Advisory Committee meet at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the MSW Program.

**Bibliography**

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**Macro Specialization Social Work Core Competencies**

The MSW program is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation’s Educational Policies for social work education, including an approach that is competency-based.

The University of Akron MSW program lists these competencies in each Macro specialization syllabus to emphasize their importance in social work education. Each Macro specialization MSW graduate is expected to demonstrate mastery of these competencies. While not all competencies are addressed in each course, all are listed in each syllabus.  By the time students complete the MSW degree, they will be assessed on each of the Macro specialization competencies. This process is part of the overall assessment plan of the MSW program.

**Macro Specialization**

**Competency 1: Demonstrate Ethical and Professional Behavior**

*At the Macro specialization level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. Advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families, and groups in context. Advanced practitioners in small systems:*

\* Demonstrate the professional use of self and critical consciousness in multiple Macro practice context;

\* Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;

\* Communicate the purpose of social work practice with other professionals, clients and the community.

*At the Macro specialization level,*

\* Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;

\* Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

**Competency 2: Engage Diversity and Difference in Practice**

*At the Macro specialization level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:*

\* Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;

\* Demonstrate an understanding and valuing of one’s own culture that influences personal biases and values that may create prejudices in working with diverse groups;

\* Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*At the Macro specialization level, advanced practitioners recognize barriers such as stigma, shame, stereotyping, and discrimination, that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:*

\* Demonstrate abilities to promote strengths and competence in individuals, families and small groups;

\* Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;

\* Advocate for social and economic justice on behalf of clients and to create social change.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

*At the Macro specialization level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:*

\* Review practice research and select models appropriate to various client populations;

\* Apply research methods and skills in the critical examination and evaluation of their own practice;

\* Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

**Competency 5: Engage in Policy Practice**

*At the Macro specialization level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. They:*

\* Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;

\* Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;

\* Choose appropriate methods for advocating on behalf of individuals, families and small groups.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

*At the Macro specialization level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. They:*

\* Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client’s human conditions;

\* Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;

\* Identify with the client’s anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client’s sharing his/her human condition.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

*At the Macro specialization level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. They:*

\* Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;

\* Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;

\* Determine collaboratively a course of action which identifies those achievement and/or barriers to successful outcomes.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

*At the Macro specialization level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. They:*

\* Enlist the client in the development of appropriate and mutually agreed-on intervention plan;

\* Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;

\* Utilize the client’s human condition to facilitate change through negotiation, mediation and advocacy;

\* Seek supervision, consultation and literature review to enhance the client’s goal achievement;

\* Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

*At the Macro specialization level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. They:*

\* Monitor and evaluate interventions in collaboration with client systems;

\* Utilize research skills to ensure best practices of evidence-based intervention;

\* Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client’s readiness;

\* Develop strategies for feedback on client’s maintaining adaptive functioning;

\* Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.