ADVANCED PRACTICUM & SEMINAR I, II
SOWK 665/675
Minnesota State University, Mankato
Department of Social Work

PURPOSE OF THE COURSE

SOWK 665/675 provides students with the opportunity to apply advanced generalist social work methodology in a practice-learning environment as they continue their knowledge building and professional development while concurrently enrolled in courses. The practicum experience is designed to give students agency-based opportunities to integrate and apply advanced generalist social work practice knowledge, skills, theories, and values in direct and indirect social work practice with individuals, families, groups, organizations or communities. Field practicum, under the supervision of a qualified MSW level social work practitioner, engages students in ethical social work practice that ranges from direct practice with individuals, families and groups through indirect practice in organizational administration and change, policy development, and community practice. Field practicum will sensitize students to the practice issues germane to all client groups, to understand the issues of practice and leadership in small and rural communities, and to develop collegial relationships with a diverse group of practitioners.

Seminar is the integrative component of the practicum experience that promotes the open discussion of students' experiences with their student-colleagues from the perspective of various practice settings. The purpose of seminar is to help students clarify and integrate theoretical and practice curriculum content with experiences at micro, mezzo, and macro levels. Professional development, application of coursework, and issues related to populations at risk and clients distinguished by race, ethnicity, culture, class, gender or sexual orientation, religion, physical or mental disability, age and national origin, will be addressed through case presentation and discussion (face to face and/or on-line). Students will explore the ethical considerations of social justice, intervention options, and rural influences in a supportive and collaborative setting. Students will also prepare for the completion of their Capstone Project by participating in Research Dialogue Groups.

PLACE IN THE MSW CURRICULUM

Students must have completed all foundation year coursework OR been admitted to the advanced standing MSW program in order to enroll in the concentration year field education sequence. SOWK 665: Advanced Practicum & Seminar I (5 cr.) is taken in the spring semester of the concentration year of the MSW program concurrently with SOWK 660: Advanced Social Work Practice with Couples, Families, and Groups, and SOWK 661: Advanced Social Work Practice Administration.
SOWK 675: Advanced Practicum & Seminar II (5 cr.) is the conclusion of the practicum begun in SOWK 665 and is therefore linked throughout this document. SOWK 675: Advanced Practicum & Seminar II (5cr.) is taken in the summer semester of the concentration year of the MSW program concurrently with SOWK 669: Advanced Social Work Evaluation (3 cr.).

INSTITUTIONAL MISSION

This course contributes to the Minnesota State University, Mankato mission of promoting learning through effective graduate teaching, scholarship, and research in service to the state, the region, and the global community by providing access for students to agency based educational opportunities that will prepare them for social work practice. The College of Social and Behavioral Sciences is similarly supported in its promotion of the exploration, understanding, explanation, and transformation of the social world through graduate teaching and learning, research, scholarly activities, and service to local, state, national, and global communities.

MSW PROGRAM GOALS

The Advanced Practicum & Seminar I and II contribute to the following goals of the MSW program, specifically: 1) to prepare competent and effective graduates to be advanced generalist social work practitioners with individuals, families, groups, organizations and communities, emphasizing rural and small community areas, 2) to prepare graduates who apply and promote at an advanced level the values, ethics, theory, and perspectives of the social work profession, 3) to prepare graduates who promote at an advanced level social and economic justice in a diverse society within a global context, and 4) to promote scholarship, professional development, and community involvement of faculty and graduates within the local, region, state and global communities.

COURSE OBJECTIVES

1. Apply evidence-based practice principles to direct and indirect practice at micro, mezzo, and macro levels, including with populations-at-risk, using general systems theories (MSW 1.10C).

2. Apply knowledge and research about diversity, including diversity of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation, and to use practice methodology that celebrates differences and affirm social and economic justice (MSW 1.8C).

3. Demonstrate the understanding of needs of clients and client systems, knowledge of community resources and service delivery systems, and the ability to obtain services for clients and client systems within agency policy, with emphasis on the rural context (MSW 1.10C).

4. Practice according to the NASW Code of Ethics (MSW 2.4C).
5. Differentially apply skills related to interviewing, building relationship, assessing, intervening, and evaluating micro, mezzo, and macro systems, with emphasis on applications in the rural context as appropriate (MSW 1.9C, 2.4C, 2.5C).

6. Assess service delivery systems from a social and economic justice and ethical perspective in order to begin to influence the equitable distribution of services, resources, and supports for all micro, mezzo, and macro systems (MSW 1.8C, 3.3C, 3.4C).

7. Evaluate through supervision and self-reflection one’s practice in relation to personal values, attitudes, beliefs, behaviors and the need for continued professional development (MSW 1.10C, 2.4C, 4.3).

8. Use knowledge from policy, research, and human behavior and the social environment to engage in advanced generalist evidence-based practice (MSW 3.3C, 3.4C).

9. Demonstrate the use of inter-professional collaborative approaches to obtain and provide services that are integrated, coordinated, and identified as helpful by micro, mezzo, and macro systems (MSW 1.10C).

10. Develop direct practice and indirect practice responses to unique opportunities and barriers that are present in rural and small community social work practice settings (MSW 3.3C, 3.4C).

REQUIRED TEXTBOOKS AND READINGS

*MSW Field Education Manual*, Minnesota State University, Mankato, Social Work Department


Other readings as assigned by the course instructor.

COURSE REQUIREMENTS

Practicum and seminar assignments are designed to meet aforementioned course objectives.

1) **Annotated Field Hour Log**

A regular schedule negotiated with the field instructor should be maintained. The 500 field hours are spread over the weeks allotted for field and seminar, with the student typically in field approximately 20 hours per week during the spring semester and summer semesters. Students will log the number of hours in field (weekly) and maintain a running total. Students will write a thematic summary of and reflection on, weekly activities based on the objectives on their learning plan. The log will be submitted by email bi-weekly on the D2L
website. The log should be written in paragraph form. This is the only official documentation of hours required. Your agency may have additional time-keeping requirements to which you will need to adhere. Accuracy and integrity count.

2) Learning Contract (See Appendix MSW Field Education Manual)

Develop and implement a learning contract in collaboration with field instructor and field director/coordinator which integrates experiences in the practicum setting with the seminar, and draws on information, skills, and knowledge gleaned from the classroom. The learning plan must integrate the following categories and the course objectives (syllabus p.3). Seminar assignments can be used to partially meet learning contract goals.

The five Categories for the LC are:

- **Professional Learning:** includes the development of professional identity, incorporation of the NASW Code of Ethics into practice, the ability to reflect on and critically analyze one’s practice, taking active responsibility for one’s learning, and performing in a professional manner.

- **Advanced Direct Social Work Practice:** includes the development of knowledge and skills to work effectively with individuals, groups, and families, and to engage in culturally competent direct practice, utilizing theoretical knowledge to understand the client system, assessment of the strengths the client system brings to the situation as well as barriers clients face in obtaining their goals.

- **Advanced Community and Organizational Social Work Practice:** includes developing the knowledge and skills to understand the organization and the community both as the context for culturally competent practice with individuals, families, and small groups, as well as to understand the community and organization as client systems in and of themselves.

- **Advanced Research and Policy Applications:** includes application of knowledge and skills needed to utilize the research literature for effective, evidence-based social work practice, and the development and completion of the Capstone Project in conjunction with SOWK 669, Advanced Social Work Evaluation.

- **Participation in Seminar:** includes the active engagement in discussion of direct and indirect practice, participation in all assignments, and evaluation of one’s practice.

The items listed for each of the five categories already exist as learning objectives on the mid-terms and final. Students are expected to add individualized objectives that are specific to their practicum site and the learning opportunities available there. This assignment is due the third week of the spring semester. A second learning contract if needed for the summer semester will be due the second week of the summer semester.

3) Application of Evidence-based Practice Principles

This is a two part assignment. Each student will post an application of evidence-based practice, utilizing the seven elements from Thomlison and Corcoran (assigned reading), for one micro or mezzo case, and one macro case using the Desire 2 Learn course website. Due dates for each part of this assignment appear on the class schedule. It may be useful to think about this assignment as an ‘on-line case consultation’ where one requests feedback or other contributions.
First, the student will post information based on the seven elements of evidence-based practice (Thomlinson & Corcoran) for review and discussion with student-colleagues (Case #1, posting #1). Depending on where one is with the client/case, all of the elements may not be addressed. All students must respond to two of the cases posted in the D2L discussion forum based on the request for feedback or other contributions.

Second, the student will complete the information based on the elements that could not be provided in the first posting and state how feedback or other contributions from their student/colleagues was used or considered (Case #1, posting #2). All students will again respond to two cases posted in the D2L discussion forum with feedback, assistance, or other contributions.

Each student will do the same for a second case (Case #2, posting #1 and Case #2, posting #2). Students may ‘lurk’ beyond their required postings.

4) Research Dialogue Groups
The Capstone Project is required for successful completion of the MSW program. A protocol outlining the steps for students and faculty for completion of this project will be provided in Seminar. One part of that protocol is the use of Research Dialogue Groups (RDGs).

Seminar members will form research dialogue groups (RDGs) that are balanced between members who are conducting direct practice research and indirect practice research as part of the Capstone Project (CP). The goal of this assignment is to provide time for students to begin planning for the CP, in consultation with the faculty of record for SOWK 669, Advanced Social Work Evaluation, during the spring semester. These groups offer the opportunity for three brief tutorials focusing on the preliminary research steps: 1) discussion of research possibilities in practicum sites, 2) discussion of the range of genuine research questions, and 3) the development a Research Proposal for use in SOWK 669. Dates for the RDGs will appear on the course schedule.

In the summer semester RDGs will re-focus on student-colleagues sharing the different research issues and processes of the ongoing research for the CPs. Group members may offer each other different perspectives, feedback, or thoughts to consider as they 1) share literature review, 2) share their creation of documents, and 3) share their data analysis. In addition group members will be increasing their appreciation of the differences on direct and indirect research. These groups will meet three times in the summer semester and dates for the RDGs will appear on the course schedule.

5) Current Topics in Social Work
Each student will be asked to choose a current topic in the field of social work applicable to their field practicum setting and lead a brief discussion on the topic during face to face seminar. Students are asked to provide their classmates with a brief summary of the topic with references to at least 3 supporting articles, documents, books or news releases (written within the last two year). When applicable, the impact that rural social work has on the topic area should be addressed and practicum experiences should be used to help develop
the brief presentation. The following are a list of suggested topic areas that students might consider choosing for this assignment.

<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
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<tbody>
<tr>
<td>☐ Ethics, values, and legal issues for internships</td>
<td>☐ Identifying evidence-based practices for mental health/other</td>
</tr>
<tr>
<td>☐ Evidence-based practices for supervision</td>
<td>☐ Evidence-based practices for at-risk youth/other</td>
</tr>
<tr>
<td>☐ Evidence-based skills for interviewing</td>
<td>☐ Identifying evidence-based practice in corrections/other</td>
</tr>
<tr>
<td>☐ Evidence-based skills for assessment</td>
<td>☐ Evidence-based practices for risk assessment</td>
</tr>
<tr>
<td>☐ Motivational interviewing skills</td>
<td>☐ Gathering your own evidence</td>
</tr>
<tr>
<td>☐ Impact of the rural context on evidence-based practice</td>
<td>☐ Policy implications for rural practice</td>
</tr>
<tr>
<td>☐ Identifying evidence-based practice interventions</td>
<td>☐ Career development in rural settings</td>
</tr>
</tbody>
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**TEACHING METHODS**

Practicum and seminar are highly experiential learning experiences. Teaching is conducted in the field site through the assignment of tasks and responsibilities in the agency by the field supervisor as agreed upon in the learning contract and with the field coordinator. Teaching in seminar is grounded in theory that focuses on the adult need for experiential learning, problem solving, immediacy of application of new knowledge, and understanding and valuing what is being taught. Based on those assumptions, information will be provided in multiple ways. Students will facilitate brief group discussions based on individually prepared current topics related to practicum setting. Additionally the seminar instructor will facilitate group discussion of cases and practicum experiences, web-based or face to face, and will provide individual consultation with students and field instructors as required. Seminar will be scheduled to meet face to face on at least 12 class days during the spring and summer semesters. Online assignments will be utilized to enhance learning.

**EVALUATION OF STUDENT LEARNING**

Note: The following is the Graduate College’s scholastic standards policy as outline in the MSW Graduate Student Handbook.

Students will be evaluated in accordance with the following system of letter grades: A, B, C, D, and F.

- A – 90% to 100% = excellent, represents work of definitely superior quality (Pass)
- B – 80% to 89% = good, represents a level of work that is above average (Pass)
- C – 70% to 79% = adequate, represents below average performance (No Pass)
- D – 60% to 69% = unacceptable, represents below-average and unacceptable performance (No Pass)
- F – 59% or below = no credit, represents an unacceptable level of performance (No Pass)

Note: While SOWK 665 and 675 are graded in a Pass/No Pass format, the MSW program
The course objectives and individual student learning goals of the foundation field practicum and seminar is grouped into five categories for evaluation:

- Professional Learning
- Direct Practice
- Community and Organizational Practice
- Research and Policy
- Engagement in Seminar

An evaluation matrix will rely on the following scale:

- 5 = frequently exceeds expectations
- 4 = generally meets, and/or occasionally exceeds, expectations
- 3 = occasionally meets expectations
- 2 = does not meet expectations
- 1 = not applicable (i.e., the student has not had the opportunity to develop this skill.
This rating should not be used past mid-term without narrative that specifies a reason.)

Evaluation will occur in collaboration with the field supervisor, the field coordinator, and the student at mid-term of the spring semester, mid-term of the summer semester, and a final evaluation at the end of the summer semester. Although a student may not have the requisite ‘Pass’ at spring or summer mid-term, successful completion of SOWK 665 will be based on the final evaluation of the accomplishment of the course objectives and individual student learning goals.

Students may move into Foundation Practicum & Seminar II, SOWK 675 with a ‘Pass’ or ‘In-progress’ grade. Students will not be allowed to graduate from the MSW program without resolving the ‘In-progress’ by earning a ‘Pass’ at the conclusion of SOWK 675. Additional detail regarding grading will appear in the MSW Field Education Manual.

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<thead>
<tr>
<th>Assessment Classification at Each Evaluation Point</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Majority of ratings of 5 and/or 4, and no ratings below 3</td>
<td>Pass (letter grade A, B)</td>
</tr>
<tr>
<td>Majority of ratings of 4 or higher, some ratings of 3, no ratings below 2</td>
<td>In-progress</td>
</tr>
<tr>
<td>Student has not been able to complete enough hours to finish the practicum and has discussed and documented an approved plan to continue with the field director/coordinator.</td>
<td>In-progress</td>
</tr>
<tr>
<td>Majority of ratings 3 or below; or if the student violates standards of professional behavior as outlined in the Code of Ethics.</td>
<td>No Pass (letter grade C, D, F)</td>
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**COURSE, DEPARTMENT, UNIVERSITY POLICIES**

*NOTE: For complete policies please refer to the MSW Program Graduate Student Handbook as well as the College of Social and Behavioral Sciences, College of Graduate Studies and Research, and Minnesota State University, Mankato policy documents for Graduate Students.*
CREDIT FOR LIFE EXPERIENCE OR PREVIOUS COURSE WORK EXPERIENCE POLICY

Although previous work experience will support and enhance participation in the practicum experience, under no circumstances will previous life or work experience substitute for practicum hours. Refer to the Credit for Life Experience or Previous Work Experience Policy in the MSW Program Graduate Student Handbook.

STATEMENT OF NON-DISCRIMINATION POLICY

The University and Department of Social Work is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, veteran’s status. National origin, sex, sexual orientation, age, marital status, physical and mental disabilities, creed, status due to receipt of public assistance, or any other groups against which discrimination is prohibited by Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Minnesota Statute Chapter 363, and other applicable state or federal laws or State University System policy. Complaints of discrimination are filed with the Office of Affirmative Action located at 112 Armstrong Hall.

ACCESS FOR STUDENTS WITH DISABILITIES POLICY

In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability request accommodation through the Office of Disability Services. Visit the Office of Disabilities Services at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Office of Disability Services.

STUDENT RESPONSIBILITIES POLICY AND ACADEMIC HONESTY POLICY

Students are expected to comply with the Student Responsibility Policy and Academic Honesty Policy stipulated in the MSW Program Graduate Student Handbook.

APA STYLE WRITING POLICY

Students are expected to comply with the stylistic guidelines of the American Psychological Association, fifth edition. The APA manual is available at the MSU Memorial Library reference desk, call number BF 76.7.P83 2001). The reference for the APA manual is:


An on-line source to help with using APA is located at: http://www.apastyle.org/
COURSE OUTLINE
Spring Semester - SOWK 665

Week 1
Topic: Welcome; Syllabus & assignments review; Practicum discussion
Delivery Method: In-class
Required Reading: MSW Field Education Manual

Week 2
Topic: Evidence-based practice; Learning Contract discussion; Practicum discussion
Delivery Method: In-class
Required Reading

Annotated time-log due on-line

Week 3
Topic: Research Dialogue Groups (RDGs)- discussion of research possibilities in practicum sites; Ethics, values, and legal issues for internships; Practicum discussion
Delivery Method: In-class
Required Reading: NASW Code of Ethics & Minnesota Board of Social Work Practice standards
Learning Contract due

Week 4
Delivery Method: Online
Annotated time-log due

Week 5
Topic: Evidence-based skills for assessment; Practicum discussion
Delivery Method: In-class
Required Reading

Week 6
Delivery Method: Online
Annotated time-log due
Case #1, Posting #1 due (and respond to two others)
Week 7
Topic: RDGs - discussion of the range of genuine research questions; Evidence-based skills for interviewing; Practicum discussion
Delivery Method: In-class
Required Readings: TBA
Mid-term Eval due

Week 8
Delivery Method: Online
Annotated time-log due
Mid-term Eval due Week 9
SPRING BREAK (negotiable for completing hours – no seminar)

Week 9
Topic: Policy implications for rural practice; Practicum discussion
Delivery Method: In-class
Required Readings: TBA

Week 10
Delivery Method: Online
Annotated time-log due
Case #1, Posting #2 (and respond to two others)

Week 11:
Topic: RDGs - the development a Research Proposal for use in SOWK 669; Motivational interviewing skills; Practicum discussion
Delivery Method: In-class
Required Readings

Week 12
Delivery Method: Online
Annotated time-log due

Week 13
Student Topic: Evidence-based practices for risk assessment; Practicum discussion
Delivery Method: In-class
Required Readings

Week 14:
Delivery Method: Online
Week 15:
Topic: Impact of the rural context on evidence-based practice; Practicum discussion
Delivery Method: In-class
Required Readings
Annotated time-log due

Summer Semester – SOWK 675

Week 1
Topic: Identifying evidence-based practices; Practicum discussion
Delivery Method: In-class
Required Readings: TBA

Week 2
Delivery Method: Online
Learning Contract due (if needed)
Annotated time-log due
Mid-term Evaluation due Week 3

Week 3
Topic: RDGs - share literature review; Identifying evidence-based practices; Practicum discussion
Method: In-class
Required Readings: TBA

Week 4
Delivery Method: Online
Annotated time-log due
Case #2, Posting #1 due (and respond to two others)

Week 5
Topic: RDGs - share their creation of documents; Identifying evidence-based practices; Practicum discussion
Delivery Method: In-class
Required Readings: TBA

Week 6
Delivery Method: Online
Annotated time-log due
Case #2, Posting #2 due (and respond to two others)

Week 7
Topic: RDGs - share their data analysis; Identifying evidence-based practices; Practicum discussion
Delivery Method: In-class
Required Readings: TBA

**Week 8**
Delivery Method: Online
Annotated time-log due

**Week 9**
Delivery Method: On-line

**Week 10**
Topic: Wrap-up
Delivery Method: In-class
Final Annotated time-log due
Final Evaluation Due